



BULLETIN

2022-2024



HARRIS-STOWE
STATE UNIVERSITY



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The Harris-Stowe State University Bulletin is a two-year publication, specifically created for informational purposes and should not be construed as a contractual agreement between the University and a student. The Harris-Stowe State University Bulletin governs the curricular requirements of all students entering the University during the 2022-2024 academic years. Every effort is made to provide the most accurate information at the time of publication. However, policies, regulations, and other provisions within this bulletin may change without notice. All entering students should refer to the 2022-2024 bulletin regarding curricular requirements during their entire matriculation at Harris-Stowe State University. Furthermore, as policies and procedures are subject to change, each student should refer to subsequent editions of the bulletin for any policy or procedural changes. Reference copies of the University bulletin are available at the AT&T Library and Technology Resource Center, as well as various administrative offices. It can also be found on the University's website at hssu.edu.

WHICH BULLETIN SHOULD YOU USE

At Harris-Stowe State University, the official catalog is called the University Bulletin. The University Bulletin, under which a student is admitted or last readmitted to a degree program at Harris-Stowe State University, shall be understood to be the governing statement regarding that student's program of study. This document shall remain as such for that student if that student retains an unbroken series of semester enrollments in a declared major field, from the point of last admittance.

Changes in this policy will be made only by the University in compliance with new or amended laws, regulations, or accrediting standards issued by federal and state governments or relevant accrediting bodies. When a student changes a major field of study, the student must adopt the requirements of the new program in effect at the time of the change in the current, and not the previous Bulletin.

STATEMENT OF HUMAN RIGHTS AND EQUAL OPPORTUNITY

The Board of Regents and Harris-Stowe State University are committed to the policy that there shall be no discrimination either in employment or in the admission of students based on race, creed, color, sex, age, national origin, handicap, religion, marital or veteran's status. This policy pertains to all educational programs and activities, as well as the areas cited above.

Pursuant to and in addition to this policy, the University abides by the requirements of Title VI and VII of the Civil Rights Act of 1964, Revised Order No. 4, Executive Orders 11246 and 71374, Sections 799A and 845 of the Public Health Service Act, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veteran's Readjustment Act of 1974 and other federal regulations and pertinent acts of Congress.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT POLICY

Harris-Stowe State University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law that controls the confidentiality of, and access to, student educational records. Harris-Stowe State University notifies its students of their rights to inspect, amend, and prevent disclosure of their educational records. Therefore, the University confidentially treats student educational records and will only disclose information from a student's record with the expressed written consent of the student, except as permitted by law. Permitted disclosures include University officials who have legitimate educational interests, officials of other institutions in which a student seeks enrollment, federal and state educational authorities under certain circumstances, officials connected with a student's request for or receipt of financial aid, parents providing a significant portion of the cost of attendance for a dependent student, persons named in a judicial order or lawfully issued subpoena and appropriate parties in a health or safety emergency.

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GENERAL INFORMATION

INSTITUTIONAL COMMITMENTS

Every social institution is, in some way, special. Educational institutions are particularly so because they alone have been established to promote learning in a formal and appropriately designed setting.

Harris-Stowe State University is dedicated to the advancement of all people through learning. As such, as an integral aspect of its mission, the University recognizes and accepts the task of providing urban-oriented experiences that will enable its students to function as constructive agents of change for the improvement of urban living.

The demands of today's society require the services of professionals. Harris-Stowe State University is committed to meeting this need within its service area and is well-known for its four-year professional education programs.

Harris-Stowe State University is unique among Midwestern institutions of higher education due to its philosophy, which stresses the importance of the learning potential of each student, and its geographic and financial accessibility.

INSTITUTIONAL PHILOSOPHY

Harris-Stowe State University is deeply committed to the philosophy, which acknowledges and respects the right of each human being to self-fulfillment within the context of rational responsibility. The University affirms its belief that all persons are equal in their right to life, liberty, and the pursuit of happiness. Also, the belief permeates that each individual has the potential to achieve high degrees of excellence and deserves the opportunity to bring this potential to fruition in order to reasonably serve others, achieve personal and professional goals, and remain loyal to individual convictions and principles.

Harris-Stowe State University is firmly convinced that choice is basic to self-actualization. Therefore, students are encouraged to define their own goals to acquire knowledge and skills that will make possible the conditions of life, which they believe, are important, and to develop a system of values consistent with rational thought and living. The primary role of an institution of higher learning is to provide varied opportunities for in-depth learning. Through such experiences, students can develop a keen sense of their responsibility for acquiring skills in both marshaling and utilizing resources and in processing information leading to rational and constructive problem solving, culminating in the improvement of the quality of life for self and others.

HISTORICAL OVERVIEW

Harris-Stowe State University (HSSU) is a historically black college and university (HBCU) in St. Louis, Missouri committed to providing affordable, quality higher education to underserved populations in a friendly, inspiring environment. Since its inception, the institution has championed change.

Formerly known as Harris-Stowe State College, HSSU sprung out of the 1954 Civil Rights Act that mandated the integration of Harris Teachers College and Stowe Teachers College. Before that Act, the origins of HSSU can be traced back to 1857 when the St. Louis Public Schools founded Harris Teachers College, a whites-only teaching school - the first public teacher education institution west of the Mississippi River. Over 30 years later, the Stowe Teachers College opened in 1890 as the Sumner Normal School to train black teachers in the city. In 1920, Harris Teachers College became a four-year undergraduate institution authorized to grant a Bachelor of Arts in Education Degree, followed by the Stowe Teachers College in 1924. That same year, both institutions received accreditation from the North Central Association of Colleges and Schools, followed by many other accreditations. In 1929, the Sumner Normal School's name changed to honor abolitionist and novelist Harriet Beecher Stowe. In 1979, Harris-Stowe officially became a part of Missouri's system of public education. Over the decades, the institution's focus on training teachers has evolved to include an Urban Affairs major in 1981 and a mandate in 1993 to expand its mission to meet the needs of metro St. Louis in various applied professional disciplines. Having gained university status by state mandate in 2005, HSSU continues to expand to bridge students to exciting careers in education, business, science, technology, engineering, and math (STEM) and medical and civic fields.

Today, HSSU serves over 1,100 full-time and part-time undergraduate students across more than 50 majors, minors, concentrations and certificate program options. HSSU offers collaborative baccalaureate partnerships with St. Louis Community College, St. Charles Community College, the Goldfarb School of Nursing and Saint Louis University in addition to graduate degree partnerships with the Kansas City University School of Medicine and Biosciences, and Washington University Occupational Therapy. In 2009, Harris-Stowe advanced early childhood education with the state-of-the-art William L. Clay, Sr. Early Childhood Development/Parenting Education Center. The center caters to the developmental needs of children ages six-weeks to five years and provides HSSU's education students with first-hand clinical experience.

A leader in quality and affordable education, HSSU has been ranked among the top public institutions in Missouri in terms

of the degree production of African Americans. In 2021, The Washington Monthly ranked Harris-Stowe as one of the Top Bachelor's Colleges in the nation. A leading producer of African American STEM graduates, Harris-Stowe was voted 2019 STEM Program of the Year by HBCU Digest. HSSU also exceeds standards in terms of its first-time, full-time freshmen retention rate, with 88% of new, full-time freshman retained from Fall 2020 to Spring 2021. Within the last three years Fall-to-Fall retention for first-time, full-time freshmen has increased more than 12%. With 75% of HSSU graduates achieving gainful employment or grad-school acceptance in less than six months after graduation HSSU has achieved three years of 'Sustained Excellence' in the Department of Higher Education and Workforce Development.

The University will continue its quest for excellence in all of its offerings and strive to meet the complex challenge of preparing students for influential roles in this region's various professions.

MISSION IN ESSENTIA

Harris-Stowe State University provides educational opportunities that reflect excellence in holistic student development. We offer programs designed to nurture intellectual curiosity and build authentic skills that prepare our students for success in a diverse, global society.

Mission Full Text

Harris-Stowe State University, located in St. Louis, Missouri, with a statewide mission in science, technology, engineering, and mathematics (STEM) for underrepresented and under resourced students, offers baccalaureate and select master's degrees to address the higher education needs of the metropolitan St. Louis region. Harris-Stowe State University is designated as an open-enrollment institution. Harris-Stowe is designated as one of two Historically Black College and Universities (HBCUs) in Missouri and serves African-Americans and other diverse student populations throughout the state.

Harris-Stowe State University serves its constituents by offering baccalaureate and master's degrees in business, education, and the arts and sciences appropriate to a teaching institution with a predominantly urban undergraduate student body. Harris-Stowe State University has particular strengths in mathematics and other STEM fields, and is one of the state's largest producers of African-American graduates in STEM fields, with biological sciences as one of its top ten highest producing programs.

Harris-Stowe State University also fulfills its mission by offering services to promote and sustain economic development, small business development, attract talent to the region, and workforce development, in addition to a broad range of academic and cultural activities and events.

Consistent with the provisions of 173.030(8) RSMo, Harris-Stowe State University every five years will provide to the Coordinating Board evidence of fulfilling its CBHE-approved mission..

Vision Statement

Harris-Stowe State University, an HBCU, will be the standard of academic excellence among urban institutions of higher learning, offering broad and diverse educational and co-curricular experiences that prepare students to graduate and serve as leaders in the local, state, national and global community.

Hallmarks of Student Learning and Development

In pursuit of its mission, Harris-Stowe State University is dedicated to promoting student growth in five areas, which are regarded as the hallmarks of student learning and development: effective communication skills, interpersonal growth, critical thinking, workplace readiness, and an understanding of and appreciation for diversity.

Effective Communication Skills

By developing effective communication skills, students will be able to express and exchange ideas, concepts, and perspectives using methods appropriate for the audience and situation.

Interpersonal Growth

Through continual learning, students will be able to develop and assess their value systems, make ethical decisions, build healthy professional and personal relationships, and contribute to their community.

Critical Thinking

By integrating a broad educational foundation with in-depth knowledge of a field of study, students will be able to manage information, analyze and solve real-world problems, construct meaningful connections, learn from their experiences, and apply their knowledge to new situations.

Workplace Readiness

As a result of their educational experiences, students will enter the global workforce with confidence and professionalism, demonstrate competence in their respective fields, use technology appropriately and effectively, work as productive members of a team, commit to continuous professional growth, and remain competitive in the job market.

Understanding of and Appreciation for Diversity

As students are exposed to diverse ways of thinking and behaving, they will be able to recognize and value differences as well as develop and advance strategies for inclusion.

ACCREDITATIONS AND AFFILIATIONS

Harris-Stowe State University is accredited by the Higher Learning Commission, a member of the North Central Association, which is the major accreditation agency for this region. The College of Education programs are fully accredited by the National Council for Accreditation of Teacher Education and approved by the Missouri Department of Elementary and Secondary Education. The University is also a member of the American Association of Colleges for Teacher Education. Additionally, the Accreditation Council for Business Schools and Programs accredits the Anheuser-Busch School of Business.

Major affiliations of the University include membership in the Association for Continuing Higher Education, Association of American Colleges and Universities, Association of Governing Boards of Universities and Colleges, National Association of Intercollegiate Athletics, National Association for Equal Opportunity in Higher Education, Association of American State Colleges and Universities, American Association of Collegiate Registrars and Admissions Officers, Missouri Association of Collegiate Registrars and Admissions Officers, National Association of Student Personnel Administrators, HBCU's Business Dean Roundtable, Sigma Nu Tau, Accreditation Council for Business Schools and Programs, HBCU Library Alliance, MOBIUS, Higher Learning Commission, American Midwest Conference (athletics), Gateway Career Services Association, Missouri Association for College Admission Counseling, National Association of Student Financial Aid Administrators, Council on Public Higher Education, Thurgood Marshall College Fund, American Council on Education, National Association of College and University Business Officers, FOCUS St. Louis, and Council for Opportunity.

THE CAMPUS

Harris-Stowe State University is located at the business, education, and transportation hub of metropolitan St. Louis. It is also near many major corporations and governmental agencies, as well as historic landmarks. Harris-Stowe is easily reached via Interstate Highways 55 and 44, U.S. Highway 40/64, and public transportation including the Metro Link rail system. Harris-Stowe is 15 minutes away from more than half of the population of metropolitan St. Louis.

The Emerson Performance Center

Harris -Stowe is dedicated to the pursuit of learning, which does not always take place in a traditional classroom. In 2004, the Emerson Performance Center (EPC) opened. Our growing athletics program found its home in and around the Emerson Performance Center with its new training facilities, basketball court, and an adjacent soccer field. Visitors are encouraged to visit our athletics web site (<https://hornetsathletics.com>) to learn more about our many programs, access scores and rosters, and discover how to become a part of the athletic community at HSSU.

The Emerson Performance Center is also home to the University's fine arts programs, with a portion of the building devoted to art studies and theater. The Bank of America Theatre provides a fine stage for many of the University's plays and concerts. Superb lighting and acoustics allow developing actors and singers to experience all the offerings of live productions.

Rev. Dr. William G. Gillespie Residence Hall and Student Center

The Rev. Dr. William G. Gillespie Residence Hall and Student Center (GRH) opened in August 2006. The building was named for Harris-Stowe State University's longest-serving regent, Rev. Dr. William G. Gillespie. Gillespie Residence Hall houses 228 students in four-bedroom suites, equipped with a common living and dining area, kitchenette, and two bathrooms. Additional amenities include a workout facility and a laundry room.

Located in the GRH Student Center are the Dean of Student Affairs, Office of Student Activities, counseling and health services, game room, computer lab, the University Bookstore, and C-Store, all of which are open to resident and non-resident students of Harris-Stowe. Gillespie is the first residence hall in the history of Harris-Stowe. The HSSU Department of Residential Life is committed to offering services that support the academic mission of the University and to provide expanding opportunities for student growth and development within a living-learning community.

The Freeman R. Bosley, Jr. Residence Hall and Dining Facility

Harris-Stowe State University's newest residence hall opened in 2011 and includes 200 beds for freshmen students. All freshmen enjoy suite-style facilities, which include a furnished living room, kitchenette, dining area, and private bathrooms. Some of the suites are single-bed suites, with a private bedroom for each student, and others are double-bed suites in which two students share a bedroom. Students need not worry about trudging through the snow or rain to enjoy a meal as the new residence hall houses a state-of-the-art campus dining facility, which includes a private meeting room. Other building amenities include a cardio fitness room, laundry facility, mailboxes, community kitchen, 24-hour vending, and a public safety station, all located on the ground floor. Dr. Henry Givens, Jr. Administration Building, which houses most classes, is only a two-minute walk from both residence halls.

Dr. Henry Givens, Jr. Administration Building

Dr. Henry Givens, Jr. Administration Building is the flagship of the University's campus. This building houses most of the classrooms and support offices including the Office of Admissions (Room 009), the Office of Academic Success (Room 008), the Office of the Registrar (Room 007), and the Office of the President (Room 108). For their convenience, students at the University have access to wireless internet connectivity, state-of-the-art computer labs for classes and study, and Smart Board-enabled classrooms.

The AT&T Library and Technology Resource Center

Harris-Stowe State University is one of the most progressive campuses in the St. Louis area. In 1998, the University opened the AT&T Library and Technology Resource Center. The library and technology center displays the latest technology and provides all the resources necessary for student and faculty research. It contains meeting facilities often used by community organizations. The Telecommunity Room comfortably seats 50 people and provides access to streaming video. The George H. Hiram Seminar Room is perfect for teleconferencing and virtual meetings and can comfortably seat 20 individuals. The computer lab is available for teaching and training, with access to 17 computer stations, ideal for collaborative learning. The AT&T Library is an excellent place for students to relax or study and provides an open-access area that houses high-speed internet-connected client stations. Harris-Stowe belongs to the MOBIUS Library Consortium, providing access to over 30 million items available from the 78 participating libraries across the state of Missouri as well as Iowa, Arkansas, Oklahoma, and Texas.

William L. Clay, Sr. Early Childhood Development/Parenting Education Center

Built-in 2009, the William L. Clay, Sr. Early Childhood Development/Parenting Education Center is a \$17.5 million world-class facility, which houses Harris-Stowe State University's Early Childhood Center and the Early Childhood Education major. The Early Childhood Center can accommodate 120 children in its full-day, year-round child-care program. Children can learn about technology and develop hand-eye coordination on child-sized computers in the Learning Lab. The building surrounds a courtyard with an outdoor playground. The 50,000 square-foot building also features a library for parents, a laundry room, an art area, an indoor playroom, a therapy room, a nursing room, an observation room, a faculty/staff lounge, two conference rooms, eight classrooms, and multiple offices.

Harris-Stowe State University Community Impact Network Education Center

Mission

The Harris-Stowe State University Community Impact Network Education Center is designed to be a resource committed to producing a culture of continuous learning. We do this by building strong relationships within the community, providing early college preparation and continuing education options to create transformative experiences.

Vision

We transform and impact lives by evolving minds in a supportive environment while enriching and inspiring a community of learners.

Purpose

Located in the Normandy 24:1 footprint, the HSSU Impact Education Center opened its doors in October of 2020. In pursuit of its mission, the center offers a variety of programs and services that include but are not limited to: providing dual enrollment and post high school educational experiences, conducting on-site Hi-SET testing, offering summer enrichment programs for youth, providing workforce and job readiness through collaborative initiatives with community partners, offering a variety of interactive personal and professional development workshops, and providing support for parents, seniors, and the community-at-large through engaging active learning opportunities.

ACADEMIC PROGRAMS

UNDERGRADUATE PROGRAMS

Harris-Stowe State University offers its students a wide variety of academic opportunities, including workshops, institutes, field experiences, and course work. Upon request, specifically designed institutes and workshops are made available to interested groups. Most classes, however, are part of the baccalaureate programs. The University offers more than 50 majors, minors, concentrations and certificate program options.

Double Majors And Second Degree

Students who plan carefully can often earn a degree with more than one major without significantly extending the time between beginning college and graduation. It is also possible for students to earn one or more minors at the same time as they earn a degree with one major.

Double Majors

A double major is the term applied when a student earns only one degree, but two or more specializations. Examples might be: A Bachelor of Science degree with majors in Mathematics and Chemistry. Degree program requirements must only be met once. The courses used to meet General Education and Degree Program requirements overlap, so no additional work is required to meet them.

Second Degree

A second degree (baccalaureate) may be earned by satisfactorily fulfilling all requirements of the second-degree program and, in doing so, completing a minimum of twenty (20) additional credit hours beyond the original graduation hours. The University will confer two baccalaureate degrees during the same semester, provided the student meets graduation requirements for each degree and has earned a minimum of 140 credit hours. Students are not able to earn an additional major after the original baccalaureate degree has been awarded.

Degree Programs

Each degree program consists of a lower division, which provides a general education foundation and an upper division consisting of a specific set of professional studies that gives each degree program its name. The following are brief descriptions of the University's academic programs.

ANHEUSER-BUSCH SCHOOL OF BUSINESS

The Harris-Stowe State University Anheuser-Busch School of Business offers Bachelor of Science degrees in accounting, finance, health-care management, business administration, business administration with emphasis in entrepreneurship,

management and marketing, and information sciences and computer technology with emphasis in computer studies, management in information systems, cyber security, and data analytics.

Each area of specialization is based on a comprehensive liberal arts foundation and a well-defined core curriculum. These programs offer students the opportunity to prepare for entry into the business world as professionals. Each area of specialization contains the following components:

- A broad general education base of 42 credit hours of course work in written and oral communication skills, mathematics, natural sciences, social sciences, computing and information technologies, humanities, and fine arts;
- A general business core component;
- A specialized program core component for each of the degrees offered by the School of Business;
- An internship, which is an essential part of the preparation for a business career. The internship field experience exposes students to the actual business environment and helps to bridge the gap between the classroom and a career in the business world.

Adult Pathways to Success Bachelor of Science in Business Administration Accelerated

The Adult Pathway to Success is an accelerated night and weekend business administration degree for working adults. This degree provides an opportunity for adults with a minimum of four years of business experience to complete a Bachelor of Science in business administration while working full-time during the day. The degree can be completed in 18 months for students who have completed two years of study (60 semester hours) at an accredited college or university.

These hours can be applied toward satisfying Harris-Stowe State University's requirements for the Bachelor of Science degree in Business Administration.

The objective of the degree program is to enhance career opportunities of adults working in the St. Louis metropolitan area through high quality and affordable business education.

Requirements for Admission:

- Application for admission to Harris-Stowe State University. All admission requirements to the University must be fulfilled.
- Possession of an earned Associate of Arts degree, meeting the Missouri State General Education requirements or 60 semester hours from an accredited college or university.

ACADEMIC PROGRAMS

- Possession of a minimum of four years of business experience.
- Motivation to be successful in a rigorous degree program.

Classes meet once per week for 4 ½ hours for eight weeks.

Students can choose classes that meet Friday evenings from 5:30 p.m. to 10 p.m., Saturdays from 7:30 a.m. to noon and 12:30 p.m. to 5 p.m. Classes require an E- Learning education platform for discussions, assignments, and tests.

Participation and attendance are required. Any student missing more than two weeks will receive an "F" for the course.

COLLEGE OF EDUCATION

Harris-Stowe State University's College of Education offers five Bachelor of Science degree programs. The curriculum of each certification program includes general education courses, pre-student teaching clinical experiences, professional courses, supervised student teaching, and the State of Missouri exit assessment for teacher education.

Early Childhood Education (Birth-Third Grade)

This program is for students who plan to teach at the early childhood level, including a general education curriculum, foundations for teaching courses, methods courses, and clinical experiences.

Elementary Education (Grades 1-6)

This is a foundation program for students who plan to teach at the elementary school level, including a general education curriculum, foundations for teaching courses, methods courses, and clinical experiences.

Middle School Education (Grades 5-9)

This program includes foundations for teaching courses, methods courses, and clinical experiences. The middle school major includes three areas of study: social studies, mathematics, and natural science.

Secondary Education (Grades 9-12)

This program is for those who plan to teach at the high-school level. Students choose an option area from unified science, including biology; English; mathematics; or social studies. The foundation for secondary education includes a general education curriculum, foundations for teaching courses, methods courses, and clinical experiences.

Educational Studies

This program is designed for individuals interested in careers in the field of education, including civic, nonprofit, political, and graduate studies, but who are not necessarily intent on pursuing a classroom-teaching career. This program is designed to address the needs of several populations to include individuals who:

- Are interested in serving in educationally related career fields and graduate study;

- Have begun an education certification program and have decided not to enter a classroom teaching position;
- Have completed the requirements of education programs but do not wish to pursue certification;
- Are career changers.

Teacher Certification

Harris-Stowe State University offers course work necessary to meet the state of Missouri teacher certification requirements in the following areas:

- Cross-Categorical Disabilities
- Early Childhood Education
- Elementary School Education
- Middle School Education
- Secondary Education
- Reading Specialist

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences offers Bachelor of Science degree programs in biology; biology with minors in pre-medicine, pre-pharmacy, and urban ecology; criminal justice; mathematics with an emphasis in statistics, applied mathematics, and pure mathematics; political science with options in urban politics, public policy, pre-law, and international relations; general studies; sociology with options in law, justice and society, social justice, and urban sociology; sustainability and urban ecology with concentrations in science; computation and physical science; urban agriculture and urban affairs with options in public administration, public policy, social sciences, urban education, and leadership; history with options in African American Studies, women's studies, and no specified concentration. Students may also pursue a certificate in urban agriculture.

The curriculum for each degree program includes general education courses, professional courses, and internships (where applicable) in students' areas of interest. The College of Arts and Sciences also provides course offerings in general education. In this regard, the College is the gateway to all degree programs at the University. Also, the College, in collaboration with the College of Education, provides course offerings in many areas of content knowledge concentrations, including fine arts, computer education/technology, English, mathematics, music, and natural sciences, leading to bachelor's degrees in early childhood, elementary school, middle school, and secondary education.

HONORS COLLEGE

The Harris-Stowe State University Honors College offers high aptitude students the opportunity to participate in a challenging yet rewarding academic experience exploring the breadth and depth of the University curriculum. Honors College students broaden critical thinking skills, learn how to conduct independent research, and serve as leaders and agents of change within a global community.

GRADUATE PROGRAM PARTNERSHIPS

Graduate opportunities are presently offered at Harris-Stowe State University through Maryville University, University of Missouri-St. Louis (UMSL), and Webster University. HSSU is collaborative with Maryville offering a Master of Arts in Educational Leadership and Administration with an emphasis in Urban Leadership. Students may work toward a master's degree in elementary, middle, or secondary education at UMSL. Students can work toward a master's in business administration at Webster. Some of the courses for the three collaborative programs will be housed at Harris-Stowe State University. For more information about the collaborative master's degree programs in elementary, middle, secondary education and educational leadership, please contact the dean of the College of Education. For more information regarding the master's in business administration, please contact the dean of the School of Business.

MISSOURI GENERAL EDUCATION COMPETENCIES

SKILLS AREAS

Communicating – To develop students' effective use of the English language, as well as other symbolic systems essential to their success in school and the world. Students must be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

High-Order Thinking – To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make an informed judgment and to solve problems by applying evaluative standards.

Managing Information – To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Valuing – To develop students' ability to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions by identifying personal values and the values of others and by understanding how such values develop. Students should be able to analyze the ethical implications of choices made based on these values.

KNOWLEDGE AREAS

Social and Behavioral Sciences – To develop students' understanding of themselves and the world around them through the study of content and the process used by historians and social-behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense and appreciation of self and others. (Students must fulfill the state statute requirements for

the United States and Missouri Constitutions.)

Humanities and Fine Arts – To develop students' understanding of how human beings have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances and to appreciate the world of the creative imagination as a form of knowledge.

Mathematics – To develop students' understanding of fundamental mathematical concepts and their applications. Students must develop a level of quantitative literacy that will enable them to make decisions and solve problems, which could serve as a basis for continued learning. The mathematics requirement for general education is College Algebra or a course for which College Algebra is a prerequisite.

Life and Physical Sciences – To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students must understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students must also understand that science is influenced by historical and social contexts.

Not all courses will develop all needed competencies, but all competencies will be met after fulfilling the General Education requirements.

HSSU GENERAL EDUCATION DEGREE REQUIREMENTS

In order to complete the bachelor's degree, students must take the general education requirements for their specific degree, plus major and/or minor requirements as specified by the department, plus electives as needed to total a minimum of 120 semester hours. It is important for students to work closely with their student success coaches and/or faculty advisors when selecting courses, as not all courses fulfill requirements for all degrees. Students who change their majors, choose double majors or additional certification, or who do not choose courses carefully may need more than 120 credit hours to complete a degree.

Students transferring from Missouri institutions may take advantage of the Core 42. The Core 42 is the state-wide general education curriculum.

GENERAL EDUCATION CURRICULUM

The General Education curriculum at Harris-Stowe State University is designed to assist students in developing the competencies in foundational knowledge and skill.

Also, students' academic performance within this General Education course of study is designed to assist with the students' acquisition of the knowledge and skills outlined in the Show-Me-Standards. Students will be able to:

- Gather, analyze, and apply information and ideas applicable to the course of study;

ACADEMIC PROGRAMS

- Communicate effectively within and beyond the immediate course of study;
- Recognize and solve problems;
- Derive conclusions, make decisions, and act as responsible educated individuals.

General Education Foundation			
Oral and Written Communication			9
ENG	110 I	English Composition I	3
ENG	110 II	English Composition II	3
SPCH	109	Introductory Public Speaking	3
Managing Information			3
Choose 1			
CED	104	Introduction to Computing and Technology	3
MATH	255	Lab in Statistical Computing	3
Social and Behavioral Sciences			12
Required Choose 1			
HIST	143	U.S. History I	3
HIST	144	U.S. History II	3
Required Choose 1			
PSY	100	General Psychology	3
SOC	100	Introduction to Sociology	3
GEOG	200	Principles of Geography	3
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
EDUC	214	Principles of Economics	3
URST	100	Introduction to Urban Studies	3
Required			
POSC	200	American Government Survey	3
POSC	201 II	Missouri Constitution	3
Mathematics (Refer to Degree Program Requirements)			3
Choose 1			
MATH	120	Structures of Mathematical Systems	3
MATH	135	College Algebra	3
MATH	150	Introduction to Probability and Statistics	3
MATH	170	Calculus and Analytic Geometry I	3
Valuing			3
Choose 1			
PHIL	100	Introduction to Logical Thinking	3
PHIL	101	Introduction to Philosophy	3
PHIL	102	Introduction to Ethics	3

DEFINITIONS OF LOWER- AND UPPER-DIVISION COURSES

Lower-division Courses

The primary function of lower-division courses is to develop students into independent thinkers. Lower-division courses deepen what students may already know about some subjects, introduce them to new academic fields, and establish a foundation for in-depth study in a major subject.

Lower-division courses are usually tightly structured, with the expectation that students receive considerable instructional guidance in the learning process. Instruction at the lower-division level is informational, emphasizes learning skills, and usually entails the use of text materials or resources provided by the instructor. Intellectual skills emphasized include comprehension, analysis, synthesis, evaluation, and application of knowledge. These competencies are not stressed to the same degree that they are in upper-division courses. Evaluation of student performance at this level tests information, concepts, and skills.

Lower-division courses are numbered 100 and 200. Typically, they require no prerequisite or limited background in the discipline and are often introductory courses or part of a series of basic courses in a discipline. In some professional fields, these courses may build on the foundations of prerequisite collegiate courses.

Upper-division Courses

The primary function of upper-division courses is to refine students' abilities as independent learners. Upper-division courses enable students' in-depth study of a major field by building upon and integrating the knowledge they have gained in the lower-division. Upper-division courses help students integrate the knowledge they have acquired in the core curriculum. Upper-division courses are characterized by a flexible structure, which allows for a variety of approaches to the subject matter, a wide range of course material, and an emphasis on independent study and/or research in the laboratory, library, studio, or community. Students are expected to accept increasing responsibility for their learning, both in and outside the classroom. Upper-division courses strongly emphasize comprehension, analysis, synthesis, evaluation, and application of knowledge.

Evaluation of student performance at this level stresses comprehension and understanding of concepts, the ability to solve problems, and to integrate knowledge.

Upper-division courses are numbered 300 and 400. Typically, they build on the prerequisite background of lower-division courses. They are often courses designed to integrate knowledge and skills from different areas of discipline or a degree program's categories or perspectives.

ADMISSIONS POLICIES AND REGULATIONS

GENERAL INFORMATION

At Harris-Stowe State University all qualified applicants will receive consideration for admissions without regard to race, color, religion, age, sex, sexual orientation, gender identity or expression, national origin, genetic information, disability, or protected veteran status.

An applicant for admission to Harris-Stowe State University must complete an application for admission. As early as possible, the following must be requested to be sent to Harris-Stowe State University:

- An official high school transcript (or GED/HiSET scores);
- Official results on the American College Test (ACT) or on the Scholastic Aptitude Test (SAT);
- Official transcripts from ALL colleges or universities previously attended. (The official transcripts must be mailed or electronically delivered directly to the Harris-Stowe State University Office of Admissions.)

The University's Office of Admissions must receive these official documents before the applicant's admission to the University can be completed. Applicants are urged to contact the Office of Admissions regarding application deadlines. All credentials submitted to Harris-Stowe State University in support of an application for admission to the University become the property of the University and will not be returned.

Missouri's college-bound curriculum requirements for admission to public four-year colleges and universities include:

- English/Language Arts: at least four high school units, emphasizing college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included;
- Mathematics: at least four units, emphasizing college preparatory algebra and other content of comparable or greater rigor;
- Social Studies: at least three units, emphasizing American history and at least one semester of government;
- Science: at least three units (excluding general science) emphasizing college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course;

- Fine Arts: at least one unit emphasizing visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor;
- Specified Core Electives: seven units, with at least three units in foreign language or additional courses from other core areas;
- Three Units of Additional Course Work: required units established by the State Board of Education in practical arts, physical education, health, and personal finance.

STUDENT CATEGORIES

Harris-Stowe has four categories of students:

- Degree-seeking students: Those working toward a degree in any of the University's baccalaureate programs;
- Certification-seeking students: Students who already possess a baccalaureate and are working toward one or more Missouri teacher certifications;
- Non-degree seeking students: Students who do not fall into any of the defined categories and are inter-university, certificate-seeking, or taking course work for personal or professional development only.
- Dual enrollment student: Students who are enrolled concurrently at two distinct educational institutions:
 - Currently enrolled high school students
 - Currently enrolled college/university students

ABOUT APPLICATION INFORMATION

Some of the information requested on the Harris-Stowe admission application is required by Title VI of the Federal Civil Rights Act of 1964, or Title IX of the Federal Educational Amendments of 1972, or Sections 503 and 504 of the Federal Rehabilitation Act of 1973. Additional required information is for reporting to compliance agencies concerning equal educational opportunities and for records required by federal or state agencies.

NOTICE OF ADMISSION

After the Office of Admissions has reviewed the required documents, the students will be informed whether they have been admitted. The University will then indicate whether the students are required to take HSSU's diagnostic placement tests and the dates and hours of the forthcoming registration periods.

FRESHMAN STUDENT ADMISSION

A first-time college student is a first-year freshman who has not earned any college credit hours after graduating from high school. Students, who scored below an 18 on the English and reading subsections of the ACT, or below a 22 on the ACT mathematics subsection, must take the HSSU placement test (Accuplacer) in those areas.

First-time college applicants beginning with the Class of 2010 or after, and who apply for admission to a Missouri public four-year college, must have completed the state minimum high school graduation requirements that comprise of 24 units of credit that must be earned prior to graduation. The requirements are stated in terms of the number of units of credit that must be earned in each of several subject areas. To earn one unit of credit, a student must meet all the course requirements and earn a passing grade.

Following are the requirements by subject area and, in some cases, specific courses:

- English Language Arts 4 credits
- Mathematics 3 credits
- Social Studies 3 credits *Passing of the U.S. and Missouri Constitutions
- Science 3 credits
- Fine Arts 1 credit
- Physical Education 1 credit

GED recipients and international students are exempt from the college-bound core curriculum requirement.

All prospective Harris-Stowe students are encouraged to visit the University. To schedule a visit, call the Office of Admissions at (314) 340-3300.

TRANSFER STUDENT ADMISSION

A transfer student is a student who has attended a regionally accredited college or university following high school graduation and earned college credit hours. Students who transfer with less than 24 earned credit hours, who scored below an ACT composite score of 17 (SAT composite score of 850 for the Evidence-Based Reading and Writing + Math [ERW+M]) must take the HSSU placement tests in those areas. Eligibility for the admission of transfer students is determined by the number of credit hours completed with a cumulative grade point average of 2.00 or higher on a 4.00 grading scale. When evaluating submitted transcripts, Harris-Stowe State University will calculate a transfer grade point average based upon all earned credits. That transfer GPA will only be used to determine the applicant's admissibility to HSSU. The students will begin their matriculation at HSSU with a new GPA.

The students' last 30 credit hours toward their degree programs must be completed in residence at Harris-Stowe State University.

Transfer applicants who require high school transcripts for

admissions to a Missouri public four-year college, must have completed the Missouri college ready core curriculum.

High School Equivalency (HSE) recipients and international students are exempted from the college ready core curriculum requirement. Harris-Stowe welcomes transfer students and encourages all persons who are considering transferring to the University to discuss their transition with the Office of Admissions. Early discussions help facilitate the transfer process and may enable students to arrange to take courses that fit well within their anticipated degree programs. It is the policy of the University to award credit for courses taken at institutions accredited by an accrediting agency approved by the Council for Higher Education Accreditation.

TRANSCRIPT EVALUATION

Harris-Stowe prepares a transfer evaluation of all courses presented to the University for transfer credit.

All questions regarding these evaluations must be referred to the Director of Admissions. Transfer credit concerns remaining thereafter must be stated in writing via an administrative review request form (<https://my.hssu.edu/go?MyRequest>) during the semester of University admission.

The Academic Division will respond in writing to the student and forward a copy of that response to the Office of Admissions. If that response favors the student, an updated evaluation related thereto will be made by the Office of Admissions. If the Division's response supports the evaluation originally made by the office, the student may submit an appeal to the Division of Academic Affairs for review and decision. The decision of Academic Affairs is final.

Transfer students must submit official documents, as identified in the Admissions General Policy section of the University Bulletin. Additionally, to be eligible for admission to the University, transfer students must satisfy the same cumulative grade point average (CGPA) requirements related to satisfactory academic progress, as are required for all Harris-Stowe students who have the same number of college credit hours.

Transfer credit is awarded and posted to transcripts ONLY for students who are accepted at Harris-Stowe after completing course work at other institutions.

Admission to Harris-Stowe does not guarantee admission to a specific degree program. Students must refer to the appropriate sections of the University Bulletin for degree-program admissions and requirements.

TRANSFER COURSE EQUIVALENCY

After students have been admitted to Harris-Stowe, an admissions representative will go over their transcripts to see which credits will transfer. If students are transferring from outside the state of Missouri or have credit that may apply to their majors, a faculty member and Dean will review their transcripts as well, which can lengthen the process.

Generally, any credit earned at a regionally accredited college will transfer to Harris-Stowe if the coursework is geared toward a baccalaureate degree. Some courses require grades of C or higher to transfer and satisfy certain degree requirements.

Exceptions: The following types of credit will not transfer to Harris-Stowe:

- Technical, vocational, or remedial courses;
- Courses not intended for a baccalaureate degree;
- Courses intended for a terminal vocational degree/certificate program;
- Courses from a non-regionally accredited institution.

INTERNATIONAL STUDENT ADMISSION

An international student is a “non-immigrant” who comes to the United States temporarily to take classes. International students are required to provide the same academic credentials as American students and are admitted under the same policies.

Note: Certified evaluations of high school and college transcripts from foreign institutions must be provided in English using a course evaluation method.

Students from non-English speaking countries are required to demonstrate proficiency in English by scoring 500 or higher, on paper-based Test of English as a Foreign Language (TOEFL); 173 on computer-based TOEFL, or 61 or higher on the internet-based TOEFL. Students may also demonstrate English proficiency by scoring a 5.5 or higher on the International English Language Testing System (IELTS), a 44 or higher on the Pearson PTE, or an 85 or higher on the Duolingo test. The official score must be sent directly to Harris-Stowe State University from the Educational Testing Service. Additionally, Harris-Stowe will issue the I-20 Form, required by the United States Department of Homeland Security (DHS) upon receipt by the University of the following official documents related specifically to the applicant:

A completed application for admission to Harris-Stowe State University;

All official high school, college, or university transcripts and their evaluations;

- A copy of passport;
- Applicable test scores;
- A translated, notarized statement indicating the applicant has adequate financial support available to them during their attendance at Harris-Stowe;
- Proof of receipt of the international student deposit.

Note: Adequate financial support is defined as funds sufficient to cover all University and personal living expenses. Included also in the definition is proof of the deposit of funds at Harris-Stowe to cover all tuition and fees at the rate required for non-Missouri residents for at least one semester.

CONTINUING STUDENTS

Continuing students are students who were enrolled at Harris-Stowe during the previous semester (excluding summer sessions) and who did not withdraw from the University during that semester before the census date of that semester. The “census date” is the designated day in an academic term when the institution takes official enrollment counts. Refer to the HSSU Academic Calendar for the exact date. Continuing students do not have to be re-admitted to the University.

RETURNING STUDENT ADMISSION

Students who stop out for one semester (spring or fall) and have not attended another recognized accredited college or university since their last attendance at HSSU may enroll without reapplying for admission. These students would be readmitted under the same classification and degree program requirements, as set forth under the HSSU Bulletin that was in effect at the student’s initial enrollment. Students who desire to change their major/degree program shall be readmitted under the academic policies and degree requirements of the current HSSU Bulletin, including meeting the general education requirements for their baccalaureate programs.

Students who stop out for one semester (spring or fall) and have attended another recognized accredited college or university since their last attendance at HSSU, will be readmitted under the same classification and degree program requirements, as set forth under the HSSU Bulletin which was in effect at the student’s initial enrollment. Students who desire to change their major/degree program shall be readmitted under the academic policies and degree requirements of the current HSSU Bulletin, including meeting the general education requirements for their baccalaureate program. Readmitted students who have earned college credit from another recognized accredited college or university must have official transcripts sent from the transferring institution before readmission. A course evaluation of transfer credits will be prepared, and equivalents determined and applied to students’ degree program curriculum, if applicable.

A student who sits out for two consecutive semesters or more is required to reapply for admission as a readmitted student. Students shall be readmitted under the academic policies and degree requirements of the current HSSU Bulletin, including meeting the general education requirements for their baccalaureate program. All official transcripts, of all course work completed since the student’s previous enrollment at HSSU, must be sent from the transferring institution(s), if applicable.

ADMISSION OF STUDENTS POSSESSING A BACCALAUREATE OR HIGHER

Persons who already possess a baccalaureate or higher degree often seek admission to Harris-Stowe for various reasons, including teacher certification.

ADMISSIONS POLICIES AND REGULATIONS

In such cases, students must apply for admission to the University under the appropriate non-degree seeking categories identified in the General Policy statement of this section. These categories are:

- Students already in possession of a baccalaureate degree or higher or who are seeking teacher Certification, or
- Students taking course work for personal or professional development only.

VISITING STUDENT ADMISSION

A student in good standing with another college or university may be enrolled at Harris-Stowe as a visiting student for a specified academic period. To acquire admission as a visiting student, the student must provide evidence of completion of prerequisites (an unofficial transcript or grade report) before enrollment into any course that requires prerequisite fulfillment.

ENROLLMENT DEPOSIT

As a token of intent to enroll at Harris-Stowe State University, an enrollment deposit is required of each accepted applicant. The deposit also secures any scholarship offered. Applicants who plan to enter for the fall term must forward their deposit by May 1st. Applicants who plan to enter for the spring term must forward their deposit by December 1. If a scholarship offer is made after May 1 for the fall term, the student will need to submit the deposit by the date indicated on the letter, unless the deposit was submitted before the scholarship offer. A second deposit, in this case, is not required. The Enrollment Deposit is applied to the tuition and is non-refundable after May 1st.

HOUSING APPLICATION FEE

A Housing Application Fee for all students planning to reside on campus is required. The deadline to submit the housing application for fall enrollment is May 1 for priority housing. The housing application fee for the spring deadline is December 1. However, it is important to note that room assignments are done on a first-come, first-served basis. Housing applications can be found online on the Residential Life page of the Harris-Stowe State University website. Priority is given to those that have paid the fee with their application. Each student must be enrolled as a full-time student to reside on campus. HSSU requires all first-year students who live outside of a 50-mile radius of the University to reside on-campus.

DEPOSIT/FEE REFUNDS

The Housing Application Fee is non-refundable, regardless of the submission date. The Enrollment deposit may be refunded when a written request for a refund is received in the Admissions Office by May 1 for the fall term or Dec. 1 for the spring term. In special cases, when a written request is received by the Director of Admissions after the referenced

dates, but before the beginning of the semester, refunds may be granted, provided that:

1. The circumstances involved are deemed beyond the student's control and warrant such action; or
2. The student forwarded the deposit based upon a conditional acceptance that was subsequently rescinded; or
3. The student is withdrawing to enter military service.

ADMISSION TO DEGREE PROGRAMS

Currently, Harris-Stowe State University offers 22 baccalaureate programs grouped under the three broad academic schools and colleges, as shown below:

Anheuser-Busch School of Business

- B.S. Accounting
- B.S. Business Administration
- B.S. Finance
- B.S. Health Care Management
- B.S. Information Sciences and Computer Technology
- B.S. Marketing

College of Arts and Sciences

- B.A. Communications Studies
- B.S. Biology
- B.S. Criminal Justice
- B.S. Mathematics
- B.S. Political Science
- B.S. General Studies
- B.S. Sociology
- B.S. Urban Affairs
- B.S. Sustainability and Urban Ecology
- B.S. Psychology
- B.S. History

College of Education

- B.S. Early Childhood Education
- B.S. Elementary Education
- B.S. Middle School Education
- B.S. Secondary Education
- B.S. Educational Studies

Important Notes:

- Admission to the University does NOT constitute admission to a degree program.
- Admission to a degree program must be applied for and approved.
- Each of the University's degree programs has its own admission requirements. Therefore, students are required to consult the appropriate sections of the University Bulletin to keep abreast of the admission requirements of specific degree programs.
- Students should consult the University Bulletin to determine which bulletin applies to whom, and under what circumstances.

ACADEMIC SUCCESS

The most important aspect of all students' academic life is their academic program. The Harris-Stowe Office of Academic Success assists each student in selecting and organizing a successful academic program. While Student Success Coaches offer advice and guidance to all students, the initiative, decision, and final organization of the student's academic program and the direction and intensity of study rests solely with the student. While all students are urged to seek advising in course selection before registering for courses, students are not obligated to follow the success coach's guidance, except within the academic regulations of the University, relative to prerequisites and curriculum requirements. Students who meet the eligibility requirements for online registration must register online.

The Office of Academic Success is located in the HGA building, room 008. The primary function of the Student Success Coach is to help each student to understand the course/program requirements of the selected program curriculum and to guide students in making appropriate choices to meet all degree or certification program requirements. Each degree-seeking and initial teacher certification-seeking student will be assigned to a Student Success Coach. All students are encouraged to meet at least once each semester with their Success Coaches to discuss their academic programs.

The Office of Academic Success, in cooperation with the Office of Admissions and the Office of the Registrar, serves as a general contact point for information, regulations, clarification, and general discussion regarding aspects of student academic life, including, but not limited to, the following topics:

- Available degree programs,
- Curriculum outlines,
- Selection of areas of specialization or option areas,
- Transfer credit,
- Dropping/adding courses,
- Academic problems or concerns,
- Grade forgiveness policy,
- Graduation and/or certification requirements,
- Admissions requirements,
- Program admission information,
- Standards of academic progress,
- Relationship between financial assistance and standards of academic progress,
- Sources of academic assistance.

DECLARATION OR CHANGE OF MAJOR/SPECIALIZATION

Students enrolled at the University may change their majors, specialization areas, options areas, or declare a major by completing and submitting the form through MYHSSU.

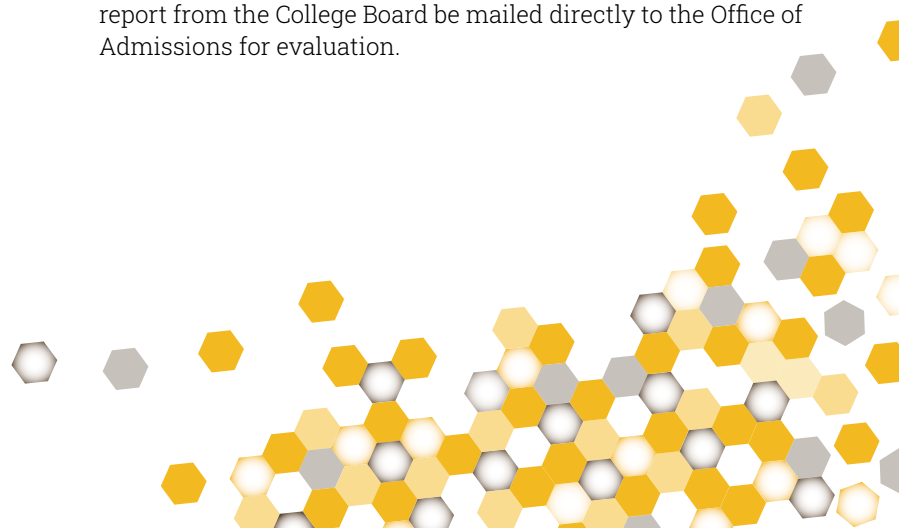
Transfer Credit after Enrollment at Harris-Stowe

Once students are admitted to Harris-Stowe State University and enrolled in one of its degree programs, those students are expected to complete the required courses at Harris-Stowe. However, occasionally, students may find it necessary to request permission to take a course at another institution. To take a course at another institution, students must complete the Petition for Authorization for Course Work at Other Colleges/Universities. The petition must be approved, in writing, by the program chair or dean of the department involved, as well as the Vice President for Academic Affairs before the student's enrollment in the course. Failure to receive prior written permission may negate the transferability of the course to Harris-Stowe State University.

CLEP/AP/IB POLICY

Harris-Stowe State University will accept up to 42 college-level credit hours in the equivalency of CLEP, Advanced Placement (AP) and International Baccalaureate (IB) coursework satisfactorily completed by exam. Students must submit official CLEP transcripts, AP or IB scores before admission for evaluation. Before taking the CLEP Exam, continuing students must submit the Petition for Authorization for Completion of Coursework at Other Colleges/Universities for approval from the appropriate dean of their area of academic study and the Office of Academic Affairs.

Coursework credit through CLEP, AP, and IB is limited to coursework in the general education block. Students can reference the Admissions website for the most up-to-date equivalency chart. The credits will be counted as earned in the semester during which the exam was taken and successfully passed (CLEP). Students must request that the official score report from the College Board be mailed directly to the Office of Admissions for evaluation.



REGISTRATION POLICIES AND PROCEDURES

Registration Periods and General Procedures

At Harris-Stowe State University, there are three registration periods:

- Priority Advance registration, which begins near the middle of the prior semester or term Regular registration, which begins near the end of the prior semester or term
- Late registration, follows regular registration and is the final period for enrollment and registration. The late registration period incurs a late registration fee.
- Registration dates can be found in the Academic Calendar.

Note: All students should review their Degree Plan and must consult their academic and/or faculty advisor before registration for assistance in selecting their courses for the semester or term.

The General Registration Procedure

At Harris-Stowe State University, registration is a process involving actions by the student with several departments, including Admissions (for First-Time Freshmen and Readmits), Academic Success or Faculty Advisor, Financial Assistance, and Bursar, Registrar, and Public Safety. These actions require that students enroll and secure financial arrangements to complete the registration process. Refer to the Tuition Payment and Financial Clearance policy. Students register online, in-person in the Office of Academic Success or with their Faculty Advisor. In-person registration is available only to students who do not meet the online registration eligibility requirements. Eligible students must register online. Students on academic probation must meet with the Office of Persistence and Completion for advising and registration. Unless a student has been authorized otherwise, the online registration eligibility requirements are listed below:

Students must be continuously enrolled, undecided, degree-seeking, and or certification (certificate program) seeking only.

- Students must have a G.P.A. of 2.0 or higher.
- Students must have a minimum of 12 college-level credit hours earned attempted at HSSU
- Students must complete the FAFSA and verification if applicable for the academic year.

In-person registration is required for an internship, senior synthesis, student teaching, and some mathematics courses. To register, the student must go to the office of Academic Success (HGA Room 008). For online registration go to <https://live.hssu.edu/ics>. Login instructions may be found at <http://www.hssu.edu/content.cfm?ID=47>. Registration instructions may be found in the Quick Links options on MYHSSU or the current student's homepage.

Fee For Late Registration

Student registrations that occur during the "late registration period," are assessed a non-refundable late registration fee. The late registration fee must be paid before registration.

Fee Accompanying Applications for Admission or Readmission to the University

An admission fee must accompany the admission application of all new students and all readmitted students.

Note: A readmitted student is one whose total enrollment at the university has been interrupted for one or more semesters.

Policies and Procedures Related to Financial Clearance Administrative Withdrawal

- The University will attempt to notify students who have not secured financial clearance before canceling their registration.
- Students will be administratively withdrawn before the first day of class.
- During late registration, students will be administratively withdrawn daily.
- The University will nullify related tuition and fees, excluding non-refundable and/or late registration fees, for canceled registrations.
- The University reserves the right to assess charges for any courses attended.
- Students who have been administratively withdrawn may not attend classes without reenrolling and securing financial clearance.

Registration Holds

Generally, students who have "holds" on their University record are not eligible for registration. Students with a financial probation "hold" may appeal this status, in writing, to the Office of Financial Assistance.

Tuition Payment and Financial Clearance Administrative Withdrawal Policy

Students are required to secure financial clearance when registering for courses. Financial clearance for registration is defined as the documentation and verification of financial arrangements for payment of tuition and fees, in full, from one or more of the following resources:

- Financial Aid Awards
- University Installment Agreements
- Scholarships/Institutional Waivers
- Third-Party Payers

Students securing financial clearance utilizing the University's installment agreement must comply with the payment deadlines as established in the agreement. The University reserves the right to cancel the registration and administratively withdraw any student who fails to secure financial clearance by the noted deadline.

TRANSCRIPTS

Harris-Stowe State University has partnered with the National Student Clearinghouse to provide online transcript ordering. Transcripts can be ordered via the web 24/7 through the National Student Clearinghouse using credit/debit card. Transcripts are issued in their entirety; no partial transcript will be issued. No official transcript will be issued to or for a student who is indebted to the University until such indebtedness has been paid in full. Current students may access unofficial transcripts through the online portal, MyHSSU.

ENROLLMENT STATUS

A student may enroll in courses at Harris-Stowe State University under any one of the following enrollment options:

- Audit
- Credit/No Credit
- Graded

These enrollment options are subject to the restrictions outlined in the previous sections.

Audit Status (AU)

The student is an auditor – that is, a visitor in the course selected. As such, the student cannot receive a grade or credit for the course at its conclusion. The following courses cannot be taken under the auditor status:

- Methodology Courses
- Field Experience Courses
- Courses Requiring Laboratory Experience

Important: An auditing student is:

- Required to pay all current tuition and fees for the course.
- Not required to participate in class discussions or related activities.
- Not required to complete or submit class assignments.
- Not required to take any tests, quizzes or examinations connected with the course.
- Allowed to participate in class discussions and submit any class assignments on a strictly voluntary basis, but only with the permission of the instructor. In such cases, the auditing student will not be given either a grade or credit for the course, unless the student has applied in writing before the University's official census date and the date has been officially approved by the University administration for a change to either a CR/NC or a Graded status.

Mini-courses, workshops, and institutes may be taken under audit status, but the auditor is not permitted to convert such courses from audit to credit status. Under no circumstances may students change their status in a course for which they have previously received a passing grade.

INTER-INSTITUTIONAL EXCHANGE OPPORTUNITIES

Harris-Stowe State University has cooperative agreements with both St. Louis University and the University of Missouri-St. Louis. Under these agreements, a student may be currently enrolled at either of these two institutions and take courses at the other cooperating institution, paying the tuition of the home institution. The following is a summary of the cooperative agreements between Harris-Stowe and each of the other institutions:

With Saint Louis University (SLU)

Subject to the availability of space, Harris-Stowe students who are sophomores or higher and who are enrolled at Harris-Stowe in 12 or more credit hours, may apply for course offerings at Saint Louis University. Eligible and interested students must apply in the Office of the Registrar by using the appropriate application form. In general, the Saint Louis University course applied for must be one that is not offered at Harris-Stowe or one that is offered very rarely and is a required course in the student's degree program at Harris-Stowe.

Note: Students planning to enroll in inter-institutional exchange courses must first consult with the University's Registrar.

The maximum number of credit hours that a student may take at Saint Louis University under the Inter-Institutional Exchange Program, during any given semester or term, is three. The maximum number of credit hours that can be taken during the student's study at Harris-Stowe, whether as a classified or unclassified student, is six. Finally, it must be noted that no Inter-Institutional Exchange courses may be taken during the summer sessions; moreover, all such courses must be undergraduate level courses.

With the University of Missouri-St. Louis (UMSL)

The following are the agreement terms:

- Space availability at the University.
- No charges above those of the home institution.
- Must have the approval of the appropriate officers at both Harris-Stowe and UMSL.
- Grades earned will be entered on the home institution transcript.
- Courses selected must not be offered at Harris-Stowe during the given semester or term and must be a part of the student's degree program.
- Courses taken must be University credit courses and not remedial courses.

- Credit hour enrollment at the cooperating institution is limited to half of the student's current credit-hour load at the home institution. However, the enrollee's credit hours at the cooperating institution cannot exceed 12 credit hours during the student's entire enrollment at the home institution. Moreover, the home institution's degree residency requirements must be met, where applicable.

Note: The 12 credit hour limitations on inter-institutional exchange courses may be waived by the mutual consent of both institutions for some selected areas of specialization and major areas.

However, the 50 percent course load residency requirement per semester and the individual institution's degree residency requirements, where applicable, must be met.

It must also be noted that there must be an emergency, which justifies the student's seeking to take a course(s) under the Inter-institutional Exchange Program.

Below are examples of possible acceptable emergencies:

- The student is pending degree conferral or state certification requires the course being sought.
- The needed course is NOT being offered during the current semester at Harris-Stowe or is being offered at the University at a time that is inescapably conflicting with other courses, which the student must now take, or with the student's essential employment.
- Whatever the emergency circumstances might be, the student must provide proof through documentation.

TUITION, FEES, AND EXPENSES

MISSOURI RESIDENCY DETERMINATION

The State of Missouri's Code of Regulations sets forth the criteria and requirements for decisions related to the residency status of students, including the determination of student fees and student eligibility for financial aid. Interested persons should review Section 10-3.010, of the Code of Missouri State Regulations, available in the Office of the Registrar, HGA Room 007. Following the review, an application for residency may be submitted.

To receive in-state credit hour benefits, an applicant must have resided in Missouri continuously for at least one year immediately preceding the academic term for which in-state fees are being sought. The applicant must also have the intent to remain in Missouri indefinitely.

BASIC FEES INFORMATION

The Board of Regents reserves the right to change, at any time, all student fees, as well as the various regulations governing those fees. The following is a summary of current regulations regarding the various fees at Harris-Stowe State University. Please refer to the Bursar's Tuition and Fees webpage: hssu.edu/bursar. The basic fees at the University are:

- Credit-Hour Fee (Refundable during the tuition refund period)
Refer the Bursar's webpage for exact refund periods: hssu.edu/bursar
- Technology Fee (Nonrefundable)
- Student Activity Fee (Nonrefundable)
- Student Center Fee (Nonrefundable)
- Student Teaching Fee (Nonrefundable) Teacher Education majors only)

MISSOURI AND NON-MISSOURI RESIDENCY

- Each semester, Missouri residents have assessed a per-credit-hour fee which is based upon the current Missouri resident tuition rate and the number of credit hours of course work in which the student is enrolled. The applicable semester or session rate may be found on the Bursar's Office webpage, published specifically for that semester or session.
- Each semester, Non-Missouri residents are assessed a per credit hour fee, which is based upon the current Non-Missouri resident's rate and on the number of credit hours of course work in which the student is enrolled. The applicable semester or session rate for Non-Missouri residents may be found on the Bursar's Office webpage, published specifically for that semester or session.

SUMMER SCHOOL TUITION AND FEES

Both Missouri and Non-Missouri residents have assessed the same per-credit-hour fees during Harris-Stowe's summer sessions. The Summer School Tuition and Fees may be found on the Bursar's Office webpage.

All tuition charges are due and payable before the student attends the class. Such fees include:

- Credit-hour fee for courses taken, including late fees;
- Technology fee, student activity fee and Student Center fee;
- Applicable miscellaneous charges.

Failure to pay an account balance will result in the following:

- A billing hold will be placed on the student's account which will prevent access to official student records;
- Accounts past due more than 60 days may be forwarded to a collection agency; and
- Costs incurred to collect past due amounts will be assessed to the student.

FEE FOR LATE REGISTRATION

Student registrations that occur during the "late registration period," are assessed a "late registration fee." This fee is non-refundable.

PAYMENT OPTIONS

Harris-Stowe State University will accept payment via mail, in person, and online. Harris-Stowe accepts cash (in person only), money order, check, credit cards (Mastercard, Visa, American Express, Discover) and debit cards.

Note: A return check fee will be assessed for any checks returned unpaid. The University offers a monthly payment plan, which requires a payment plan fee and monthly payments. Under this plan, the student must make a minimum payment and complete an Installment agreement. Payments are due by the monthly due date established in the agreement. A penalty fee may be assessed each month on all unpaid balances that remain after the scheduled payment due date.

IMPORTANT NOTES

Students are NOT permitted to register if they have "holds" from the Bursar's Office, University Library, the Athletic Department, Office of Admissions, the Office of Financial Assistance, or other academic or administrative offices.

FEE FOR ALL STUDENT-INITIATED WITHDRAWAL PROCESSING

A nonrefundable fee is assessed for each drop form initiated by the student after the University census date, whether or not that instance is for one or several course withdrawals.

FEE FOR FILING CANDIDACY APPLICATION FOR DEGREE CONFERRAL

A graduation fee is assessed to cover expenses related to the student's degree conferral and commencement convocation. The fee is non-refundable and may be found on the Bursar's Office webpage applicable to the semester or session.

Deadline dates for filing candidacy request for degree conferral during any semester or session are included in the applicable

University calendar. Students are expected to consult that calendar for specific information. Late applications are not accepted.

FEE FOR TRANSCRIPTS

Please refer to the Office of the Registrar's web page for fees associated with transcript requests. An official transcript may be mailed or sent electronically. Transcripts are not sent via fax.

Note: Transcripts will not be released for students who have "holds" on their accounts. "Holds" may result from an unpaid balance or non-fulfillment of an administrative process.

MONTHLY BILLING STATEMENTS

Paper statements will not be mailed, but are available through MYHSSU.

Questions about applied financial aid should be addressed to the Office of Financial Assistance.

If a discrepancy is discovered within a billing statement, the student must communicate the discrepancy to the Bursar's Office. If the discrepancy has not been resolved within 30 days, the dispute must be submitted in writing to:

Bursar's Office,
Attn: Students Accounts Supervisor
3026 Laclede Ave., St. Louis, MO 63103.

THIRD-PARTY BILLING

When an external organization commits to pay your educational expenses, they are considered a third-party payer by the University. This organization must submit a letter of authorization to the Bursar's Office. The authorization should include:

- Student name.
- Semester covered by funds.
- Types of charges covered (tuition, fees, books, etc.).
- Correspondent's address for submission of HSSU invoice.
- Contact person's name, telephone number, and e-mail address.

Third-party payers must pay the University directly. Organizations that pay or reimburse students directly will not be allowed to participate in third-party billing.

Once the letter of authorization is received from the Bursar's Office, an invoice will be forwarded to the third-party payer. Invoices will be submitted at the beginning of the semester after the refund period. All invoices will be accompanied by the third-party payer and have required supporting documentation (i.e., verification of enrollment, fee schedule and book, and supply receipts).

Balances that remain unpaid are the responsibility of the student.

TUITION REFUNDS

Tuition refunds are made in varying amounts to students who officially withdraw from the University. Such refunds are computed as percentages of the tuition, which the student has been assessed at the time of registration. Below are the methods by which the amount of refund is determined during the fall or spring semesters.

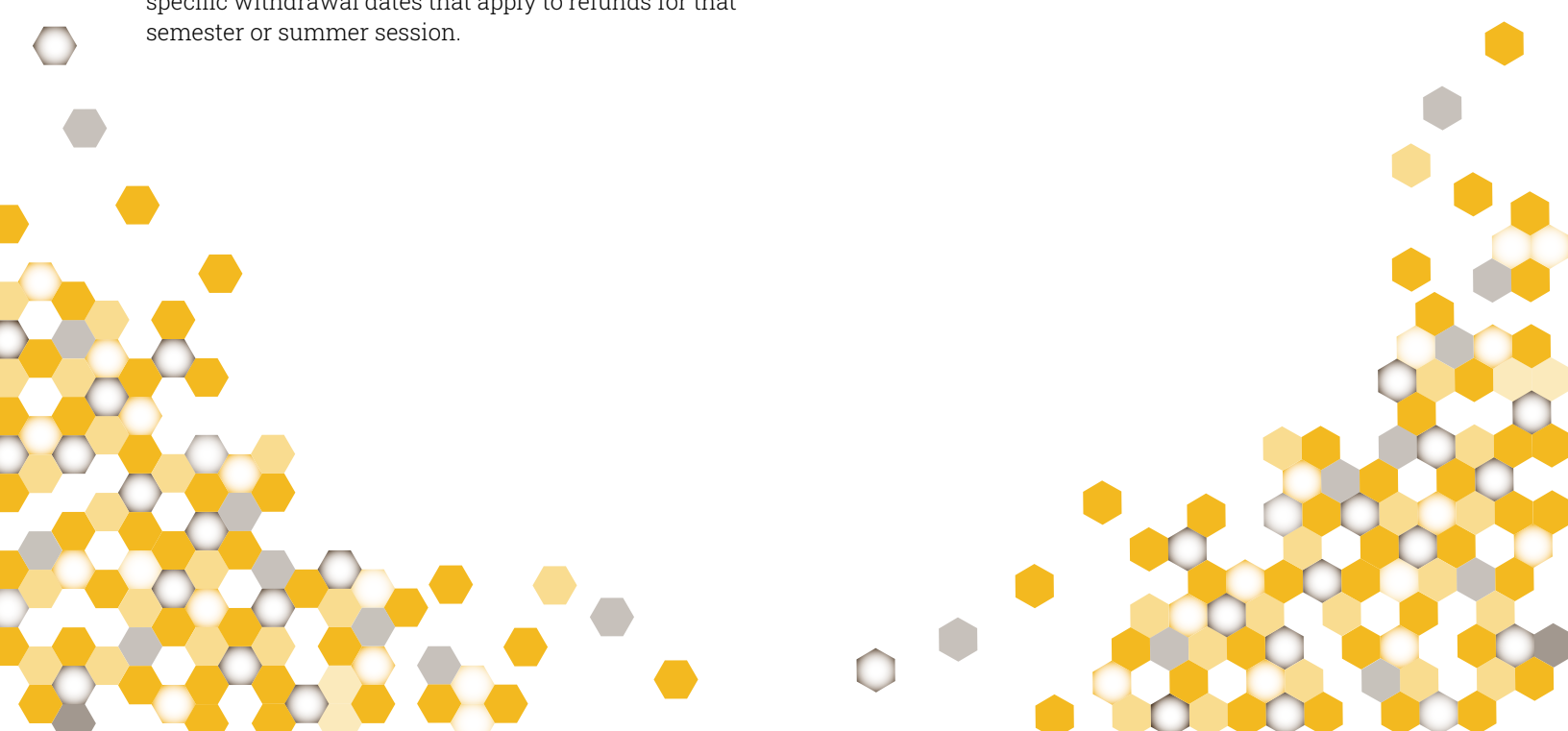
If the Office of the Registrar receives the Student-Originated Drop/Withdrawal:

- Before the start of classes, the tuition, and fees, except for non-refundable fees, will be refunded.
- Before the end of the late registration period, then the tuition refund or adjustment will be 100 percent of all refundable tuition that has already been paid.
- Through the second week of classes, the tuition refund or adjustment will be 50 percent of all refundable tuition that has already been paid.
- Through the third week of classes, the tuition refund or adjustment is 25 percent.

Additional Information Regarding Withdrawals

- The refund policy for each semester or summer session will be found in the course schedule for that semester or session.
- Class cancellations made by the University administration will result in a full refund.
- Administrative withdrawals granted by the University administration, for reasons over which the student had no reasonable control, will result in a refund or adjustment of fees, following the Fee Refund Policy relative to the effective withdrawal date.
- Students are responsible for checking each semester and the summer session course schedule to obtain specific withdrawal dates that apply to refunds for that semester or summer session.

- Students who elect to pay tuition and fees on the monthly plan and later officially withdraw from the University or reduce their course load, are liable for all assessed fees that are due to the University, according to the current Refund Policy.
- Any refund or adjustment due to a student, whose fees were paid through a financial-aid program or a third-party billing program, will be returned to that funding program, not to the student.
- Students must initiate and complete prompt withdrawal procedures or officially drop classes to be eligible for any tuition refund or adjustment.
- Student-initiated refunds/adjustments do not include the University's Admission Application Processing fee, the Late Registration Fee, the Monthly Payment Fee, the Technology Fee, the Student Teaching Fee, or the Student Activity Fee.
- A student who, though enrolled in a particular course, has never attended any classes of that course from its first session through the University administrative withdrawal date for never attending classes, per the official attendance record, will be automatically withdrawn by the University from the course, and a full refund of refundable tuition fees will be made. If, however, the student has already received federal financial aid through the University, NO fee refund will be made. It should be noted that Harris-Stowe will NOT otherwise withdraw any student from any course unless the student has requested such, in writing, before the deadline date for course withdrawals for that semester or session.



FINANCIAL ASSISTANCE

FINANCIAL ASSISTANCE

Harris-Stowe State University makes every possible effort to help all students receive the maximum amount of financial assistance for which they are eligible. The Office of Financial Assistance (HGA Room 004) also administers various awards and scholarships from the University Board of Regents, alumni, faculty, community organizations, foundations, businesses, corporations, and other friends and supporters of the University.

Harris-Stowe State University participates in a variety of federal and state financial assistance programs, including the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Missouri Access State Grant, the Federal Work-Study Program and the Federal Direct Stafford Loan Program. There are also other state, local, and community-funded programs, which are a part of the University's financial assistance options. Harris-Stowe also has a College Work-Study Program, funded entirely by the University.

Note: Scholarships are available to first-time students. The eligibility requirements for these scholarships may be obtained in the University's Office of Admissions.

To receive federal financial assistance, students must be admitted to the University and have completed the Free Application for Federal Student Aid (FAFSA) at STUDENT.AID.GOV. If students complete the FAFSA and list Harris-Stowe State University as one of the schools, we will have their FAFSA on file within 5 business days. Once on file, we can review the FAFSA for errors or other issues that the school may have to resolve prior to making any type of financial award.

Students may be selected by the Department of Education for a process called Verification. If a FAFSA is selected for Verification students will be required to provide an HSSU Verification Worksheet and some income documents that could include the Federal IRS Tax forms, Schedules, W-2's, and other financial documents that may be requested by the University. The Department of Education partnered with the IRS to provide the IRS Data Retrieval Tool (DRT) within the FAFSA application. If students are able to successfully use the IRS DRT they will not have to provide any federal tax forms.

Once a FAFSA has been reviewed and all the issues are resolved the University will award any federal aid that students are eligible to receive. This may include Federal Pell Grant, other federal grants (SEOG), Estimated Federal Student loans, and institutional aid. Students will receive an award letter for the corresponding award year from the

Office of Financial Assistance. Students will also receive an e-mail when any changes are made to financial aid awards. This includes the initial awards, additional awards, updated awards, when aid is disbursed to student accounts, and when it is canceled or adjusted for any reason. Students can always review their financial aid awards through MyHSSU.

To receive a federal student loan at HSSU students will have to complete a Student Loan Request form on the Dashboard tab of the MyHSSU. The form will come to the Office of Financial Assistance electronically and the loan will be processed within 2 business days. We will process loans based on the requested amount and students' current grade level. If students move up a grade level (FR, SO, JR, SR) the students will have to let the Office of Financial Assistance know so we can make any necessary adjustments.

Note: The student may be required, at any time, to submit to the University Office of Financial Assistance additional documentation based on individual circumstances. Failure to submit such documents may delay the processing of the student's request for financial assistance or financial assistance may be canceled. The student must have been admitted to Harris-Stowe as a degree- or certification- seeking student, to be eligible for financial assistance.

FEDERAL ASSISTANCE PROGRAMS ELIGIBILITY

For a student to be eligible for federal financial assistance, the student must:

- Be a citizen of the United States or be an eligible noncitizen.
- Possess a high school diploma or a General Education Development (GED) Certificate.
- Have a Social Security Number.
- Be working toward a degree or certificate issued by or through Harris-Stowe State University.

FINANCIAL NEED: A BASIS FOR FEDERAL ASSISTANCE

Federal financial assistance is awarded based upon financial need, as defined by the U.S. Congress. The information on students' renewal applications or FAFSA forms is used in a formula that has been established by the U.S. Congress, to determine students' Expected Family Contribution (EFC). The EFC is an amount, which students and their families are expected to pay toward the student's education. This EFC is used to determine student eligibility for the Federal Pell Grant. Additionally, the Cost of Attendance (COA) minus the EFC

equals student financial need. Students' COA includes the cost of tuition, fees, housing, food allowance, textbooks, supplies, transportation, childcare, costs related to a disability, and miscellaneous expenses. Once the financial need is calculated, students are awarded and e-mailed a Financial Aid Award Letter by the Harris-Stowe Office of Financial Assistance.

Outside Aid and Scholarships

Students who receive outside aid—including loans, grants, or scholarships from private individuals, groups, or government agencies—must report the sources and amounts of such financial assistance. Federal regulations require the University to adjust students' financial aid, based upon such assistance. Students who knowingly withhold such information from the University's Office of Financial Assistance are subject to the termination of their financial aid award(s) and will be required to repay any over-award to the federal government.

Student Dependency Status Determination

There are two categories of students for financial aid purposes: Independent Students and Dependent Students. An independent student is one or more of the following:

A student who:

- Is at least 24 years of age;
- Is married;
- Is a graduate or professional student;
- Has legal dependents other than a spouse;
- Is an orphan;
- Is a ward of the court;
- Is an emancipated minor;
- Is in legal guardianship;
- Is currently engaged in active duty;
- Has dependents besides a spouse or child;
- Is an unaccompanied homeless youth;
- Is a veteran;
- Is homeless.

If students do not meet any of the criteria listed above, they are dependent students. If students are requesting independent status on any criterion, they should consult the Office of Financial Assistance to determine the appropriate procedure that must be taken. Additional documentation may be requested to document the dependency status.

Special Circumstances

Students having special circumstances that might affect their eligibility for financial aid should consult the University's Office of Financial Assistance for the appropriate procedure that must be taken.

Key Factors Affecting Student Continued Eligibility

Several factors are important to students' continued eligibility for financial assistance through Harris-Stowe State University

- Students' need status must continue to exist and not be eliminated by outside assistance such as loans, grants, or scholarships from private sources or governmental agencies.
- Students must maintain enrollment in at least six credit hours of coursework during any semester for partial financial aid and in at least 12 credit hours during any semester for full financial aid.

Students must maintain Financial Aid Satisfactory Academic Progress by:

1. Maintaining a cumulative GPA of 2.0 and
2. Completing 67% of cumulative classes attempted. The student can only receive up to 180 credit hours per program enrolled. Any student denied financial assistance may submit an appeal to the Office of Financial Assistance in HGA Room 004.
3. Students must not be in default on a Title IV loan and must not owe a re-payment on any federal grants at any institution.
4. Students must complete the FAFSA each academic year.
5. Students must be admitted to Harris-Stowe State University as degree-seeking students, or as students seeking initial teacher certification.

FEDERAL FINANCIAL ASSISTANCE

Federal Grant Programs

Federal Pell Grant Program

This federally funded program is the foundation of student financial aid packages and must be awarded BEFORE other kinds of financial assistance can be awarded. The maximum amount of a Pell Grant is available only to students who are enrolled in 12 or more credit hours during each semester of the academic year. Students who are enrolled in less than 12 credit hours each semester of the academic year are eligible for reduced amounts of Federal Pell Grants. Moreover, only undergraduate students are eligible for the Pell Grant.

Students may be eligible for the federal Pell grant in the summer. If students were full time in the fall and spring semester, they will have to attend at least 6 hours to receive summer Pell.

Lifetime Eligibility maximum for federal Pell grant

The amount of Federal Pell Grant funds students may receive over their lifetimes is limited by federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100 percent, the six-year equivalent is 600 percent.

How is my Pell Grant Lifetime Eligibility Used (LEU) calculated?

Scheduled Award: The maximum amount of Pell Grant funding students can receive is calculated for an “award year.” An award year is a period from July 1st of one calendar year to June 30th of the next calendar year. The “scheduled award” is partially determined by using expected family contribution (EFC), calculated from the information students and their families provide when filing a FAFSA. The scheduled award is the maximum amount students would be able to receive for the award year if they were enrolled full-time for the full school year. The scheduled award represents 100 percent of Pell Grant eligibility for that award year.

Percent Used: To determine how much of the maximum six years (600 percent) of Pell Grant has been used each year, the Department compares the actual amount students received for the award year with their scheduled award amount for that award year. If students receive the full amount of their scheduled award, they will have used 100 percent. Some students do not receive their entire scheduled award for an award year. The most common reasons students do not receive their entire scheduled awards for an award year are that students were not enrolled for the full year, that students were not enrolled full-time, or both.

If students do not receive the full amount of their scheduled award, the percentage of the scheduled award that was received is calculated. For example, if a student’s scheduled award for an award year is \$ 5,000, but because they were enrolled for only one semester they received only \$2,500, they would have received 50 percent of the scheduled award for that award year. Or, if a student received only \$3,750 for the award year because they were enrolled three-quarter-time and not full-time, they would have received 75 percent for that year.

Of course, if a student’s LEU equals or exceeds 600 percent, the student may no longer receive Pell Grant funding. Similarly, a student whose LEU is greater than 500 percent, but less than 600 percent, while eligible for a Pell Grant for the next award year, will not be able to receive a full scheduled award.

The Federal Supplemental Education Opportunity Grant Program (FSEOG)

This program is also funded by the federal government and is available to students who are Pell Grant eligible. Funds for this program are limited; thus, its awards are made on a priority deadline application basis and on a greatness of need basis. Only undergraduate students are eligible for the FSEOG.

Direct Loan and Work-Study Programs

The Direct Stafford Loan Program

There are two types of federal Stafford loans: subsidized and unsubsidized. A subsidized federal Stafford loan is a need-based loan in which the federal government pays the interest while the student is in school or deferment. Under the unsubsidized Federal Stafford Loan, the student is

responsible for the interest on the loan during both in-school and deferment periods. This loan program enables eligible students to borrow from their freshman to senior year. It carries a fixed interest rate, not to exceed 8.25 percent.

Repayment of the principal begins six months after the student graduates, leaves school, or falls below half-time enrollment (6 credit hours). No interest accrues, nor are payments required to be made on the principal while the student is enrolled at an eligible institution, for at least half-time status. The Department of Education charges a small origination fee. These fees are deducted from the total amount of the loan and may change each year.

The unsubsidized Federal Direct Stafford Loan has the same interest rate and repayment terms as the subsidized Federal Direct Stafford loan, except interest does accrue over the life of the loan. Students have the choice of paying the interest while they are in school or by having the interest accrue and be added (capitalized) to the principal of the loan. Students should allow five weeks for the application and processing of their federal Stafford Loan requests.

Although loan limits are set by the federal government, actual loan eligibility is determined by the Office of Financial Assistance and may be lower than the amount requested by a student.

To obtain a loan, all students must complete these one-time processes at STUDENTAID.GOV:

- Completion of a Master Promissory Note (MPN)
- Completion of Entrance Loan Counseling

Failure to complete these steps will result in your loan being removed and you will be responsible for paying any charges on your account “out of pocket.”

The Direct Parent Loan for Undergraduate Students (PLUS)

Under the federal Parent Loan for undergraduate students, parents may borrow for each dependent child for that child to pursue undergraduate studies. The re-payment period on the PLUS Loan begins on the day the loan has been fully disbursed. The first payment of the principal and interest is to be made within 60 days of the loan disbursement. The interest rate is fixed and has a 9% cap. The Department of Education charges an origination fee that may change each year. These fees are deducted from the total amount of the loan.

To receive a Parent PLUS Loan, one parent can apply online at STUDENTAID.GOV.

Parents will need to have the student’s Federal Student Aid (FSA) ID to complete this process.

- Complete PLUS Request Process. If the Parent PLUS is denied, please let the Office of Financial Assistance (HGA Room 004) know so that we can move forward with other loans the student may be eligible to receive.

- If the loan is approved, the parent will need to sign the PLUS Master Promissory Note. Contact the Office of Financial Assistance once a PLUS application has been approved.
- Failure to complete all the listed steps will result in the PLUS loan not being processed or disbursed and subsequently, the student will be responsible to pay “out of pocket” on any charges on their account.

Note: Students who have a four-year degree and are attending Harris-Stowe State University to obtain teacher certification or recertification or another degree may be eligible for the Direct Stafford Loan.

The Federal Work-Study Program (FWS)

The Federal Work-Study Program provides part-time employment for degree-seeking students who need help with the cost of their higher education. Funds are provided by the federal government and by the University.

Generally, students work approximately 10 clock hours per week during each semester. If funds are available, work-study employment during the University’s summer session is possible. The hourly rate of pay is determined annually and is based on the minimum wage.

Students must have a completed FAFSA on file and must be enrolled in at least six credit hours. Students work for two weeks and receive pay for that period, two weeks later. Timesheets signed by both the supervisor and the employee are submitted to the Office of Financial Assistance by the supervisor. Students who are either over-awarded on grants, or in default on previous federal or state loans, are not eligible for the program. Also, students must maintain satisfactory academic progress.

If students are terminated from employment, they may appeal that termination to the Office of Financial Assistance in (HGA Room 004). Only degree-seeking students are eligible for federal work-study.

Other aid that may be available to some students:

Vocational Rehabilitation Benefits

Students who have a disability that might prevent them from full-time employment may be eligible to receive benefits from the State of Missouri Vocational Rehabilitation Service. These students are strongly encouraged to contact their local Vocational Rehabilitation Office.

Veterans Benefits

Veterans who are eligible to receive monthly benefits or the widows and children of deceased veterans interested in applying for benefits should contact the University’s Veterans Affairs Coordinator, (HGA Room 004) 340-3504 or the local Veterans Administration Regional Office, P.O. Box 66830, St. Louis, MO 63166, for more information.

Return of Financial Aid (Title IV) Funds

The Higher Education Amendments of 1998 established the Return of Title IV aid provisions. This is when financial aid that is already disbursed may be returned to the Department of Education due to a complete withdrawal from all classes. A Return of Title IV Funds calculation must be performed for Title IV students who completely withdraw from a semester (payment period). An official withdrawal occurs when students ask the HSSU Office of the Registrar, to be withdrawn from all classes or, when students are administratively withdrawn by their instructor. If due to extenuating circumstances, students cannot appear at the office in person, students can withdraw in writing, effective on the date of the postmark on the envelope.

The withdrawal date for students who did not officially withdraw is the Last Day of Attendance (LDA), as reported by the instructor. Students who earn all “F” grades will be checked for LDA. If the LDA occurs before the end of the semester, then Title IV recalculation of federal aid will be performed. Student may owe HSSU and or the Department of Education. An explanation in brief for the return of Title IV Funds is as follows:

- The percentage of the payment period of enrollment that the student completed is determined. If the student completed more than 60 % of the period, then the student earned 100% of the aid for the period. If the student completed less than 60 percent of the period, then the percentage of the period completed is the percentage of aid earned.
- For credit hour programs, the percentage of the period that the student completed is calculated using calendar days. The calendar days completed in the payment period are determined, divided by the total calendar days in the payment period. (Scheduled breaks of five days or more and days the student was on an approved leave of absence should be excluded).
- The amount of the earned aid is determined by multiplying the total awarded Title IV aid (other than Federal Work-Study) for which the student qualified by the percentage of time enrolled.
- Earned aid is subtracted from aid that was disbursed. If the aid already disbursed is greater than the earned aid, the difference must be returned. If the aid already disbursed is less than the earned aid, the student may receive a post-withdrawal disbursement for the difference. Notification of a post-withdrawal disbursement will be sent in writing to the student (or parent for a PLUS loan), and a response accepting the funds must be received by HSSU within 14 days. Post withdrawal disbursements may be credited:
 1. To outstanding tuition and fees without permission.
 2. To other outstanding current year institutional charges, which the student or parent previously authorized.

3. To other current year institutional charges, or:
 4. For minor (less than \$200) prior year charges.
- The responsibility for returning unearned aid is determined. HSSU's share of unearned aid is the lesser of the total amount of unearned aid or an amount equal to the institutional charges multiplied by the percentage of aid unearned. student's responsibility is equal to the total amount of unearned aid minus the school's responsibility. There are two special rules for the student's responsibility:
 1. If the student's portion of the unearned aid is a loan, no further action is required other than notification to the holder of the loan of the student's withdrawal date. The terms and conditions of the loan satisfy the repayment.
 2. If the student's portion of the unearned aid is a federal grant, the student would return no more than 50% of the amount received for the payment period.

A student who owes an overpayment will retain eligibility for Title IV program funds for 45 days from the earlier of the date the institution sends a notification to the student of the overpayment or the date the institution was required to notify the student of the overpayment. During the 45 days, the student may take action that can continue eligibility for Title IV funds. The student may repay the overpayment in full to the institution, the student may sign a repayment agreement with the institution, or the student may sign a repayment agreement with the Department of Education.

If a student does not take one of these three actions during the 45 days, the student becomes ineligible for Title IV funds. Subsequently, HSSU notifies the National Student Loan Data System (NSLDS) of the overpayment.

Academic transcripts will be withheld, and the student is not allowed to register at HSSU until the overpayment is paid. HSSU must return the unearned aid, for which the school is responsible, to the Title IV programs, in the order specified by law. The order for the Return of Title IV Funds by the school is:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grant
5. Federal SEOG
6. Other Title IV programs.

The student must return unearned aid for which the student is responsible for by repaying funds to the following sources in the following order:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Federal Direct PLUS Loan

4. Federal Pell Grant
5. Federal SEOG
6. Other Title IV programs.

The 45 days the Loan amounts are returned following the terms of the promissory note.

Reserve Officers' Training Corps (ROTC) Scholarship

Harris-Stowe State University students can participate in the ROTC Battalions at Saint Louis University (Air Force) and Washington University (Army).

Air Force ROTC is a leadership training program that prepare people to become officers in the United States Air Force while earning a bachelor's degree. Detachment 207 is located at Saint Louis University and trains cadets from nine area colleges and universities. HSSU is included in this group.

In addition to attending regular college courses at Harris-Stowe, students will complete Air Force ROTC courses and have hands-on leadership opportunities. Taught by a world-class military faculty and supplemented by distinguished speakers, Air Force ROTC classes bring policy and history to life. Classes take place in university classrooms at Parks College of Saint Louis University, which is equipped with everything needed for learning in a comfortable and positive atmosphere. Computers and other helpful facilities are located at the Air Force ROTC detachment as well.

Air Force ROTC offers a variety of full and partial scholarships to cover tuition and most lab fees. Also, students receive an annual textbook allowance and a monthly stipend. For more information, contact Air Force ROTC at (314) 977-8227 or afrotc@slu.edu

The Gateway Army ROTC program provides leadership training for students at Harris-Stowe State University and helps train officers for the U.S. Army, U.S. Army Reserve, and U.S. Army National Guard. Army ROTC enhances a student's education and provides unique educational opportunities by combining leadership and management theory with actual hands-on experience. Army ROTC helps the student to develop self-discipline, physical stamina, and poise—the qualities basic to success in any career. It helps to develop the qualities necessary for success in either a military or civilian career. Students can earn a college degree and an Army Officer's commission simultaneously. <http://rotc.wustl.edu/ScholarshipOpportunities/Pages/default.aspx>

Army ROTC Scholarships

The U.S. Army provides two-, three-, and four-year scholarships to selected high school and college students. These scholarships provide full tuition and fees, an allowance for books, supplies, and up to \$500 per school month. The scholarships are available on a competitive basis to all students, regardless of present enrollment in U.S. Army ROTC. For more information, contact Gateway Army ROTC at 314-935-5521 or email lee.e.rodriguez@wustl.edu

Federal Scholarships

The Federal Scholarship provides students with full tuition, books, and fees, and up to \$500 per month from the time they receive the scholarship. There are several options for this scholarship, including two-, three-, or four-year scholarships, depending on the student's year in school and their anticipated graduation date. Due to changes made to the application process every year, posting the scholarship is virtually impossible. The U.S. Army provides information on the Federal Scholarships on its website. For students who would like to obtain more information concerning the scholarship, or to apply, the U.S. Army can be contacted via email or mail. Also, the Army four-year Scholarship (intended for high school seniors) is due yearly on November 15th and an application can be requested by calling 1-800-USA-ARMY (872-7682) or by going to the following site: <http://www.goarmy.com/rotc/highschool-students/four-year-scholarship.html>

Green to Gold

This program is available for individuals currently on active duty. The Green to Gold Scholarship provides students with full tuition, books, and fees and up to \$500 per month from the time of receipt of the scholarship. This is an excellent opportunity for soldiers to transition from being enlisted (green) to officer status (gold). If students would like to find out more, they can go to the following link: <http://www.goarmy.com/rotc/enlisted-soldiers.html>

Harris-Stowe State University students are invited to compete for Army, Air Force, and Naval ROTC scholarships and to participate in the ROTC battalions at Saint Louis University (Air Force), Washington University (Army) and Southern Illinois University Edwardsville (Navy and Air Force).

There are a variety of programs (two-and four-year paid and unpaid, prior, and non-prior service, etc.), and they change from time to time, depending upon the needs of the services. Students interested in Army ROTC may contact the University liaison, Mr. Lee Rodriguez, at (314) 935-5521.

Students interested in Air Force ROTC may contact the University Air Force liaison, Captain Beau Downey, at (314) 977-8230.

Military/Aerospace Science courses may be included in students' GPAs and course load, but do not count toward graduation requirements. ROTC activities are considered extracurricular.

In general, ROTC cadets must be full-time students, physically fit, no older than 30 by graduation, with clean criminal records.

STATE OF MISSOURI FINANCIAL ASSISTANCE**Access Missouri State Grant Program**

This is a need-based program. Eligibility is determined by the student's expected family contribution (EFC) as calculated through the Free Application for Federal Student Aid (FAFSA).

To be eligible for initial or renewed assistance, the student must:

- Have a FAFSA on file by February 1st each year.
- Have any FAFSA corrections made by July 31st each year.
- Be a U.S. citizen or permanent resident and a Missouri resident.
- Be enrolled full-time at Harris-Stowe State University.
- Have an EFC of \$12,000 or less.
- Not have received a first bachelor's degree, completed the required hours for a bachelor's degree, or completed 150 semester credit hours.

There is no paper Access Missouri application to fill out. Complete your FAFSA by February 1st, each year. Awards are not available during summer sessions. The Access Missouri award may be renewed annually.

Midwest Student Exchange Program

Under the provisions of the Midwest Student Exchange Program (MSEP), students from states that are members of this program may enroll in courses at Harris-Stowe. MSEP students will pay the in-state Missouri resident's fee per credit hour, plus one-half of the non-Missouri resident's tuition fees per credit hour. Also, MSEP students must pay, in full, any other fees that Harris-Stowe students are required to pay.

University Employment Program (UEP)

This program is supported entirely by University funds and employs students who may not qualify for the Federal Work-Study (FWS) Program, but who possess the skills required by the University. The salary and the number of hours of employment per week must fit the same guidelines as those established for the FWS Program. Students can sign up for this program at the University's Office of Financial Assistance. Preference is given to those students who are enrolled in at least 12 credit hours. Timesheets are processed on the same schedule and under the same procedures as the FWS Program.

Scholarships, Awards, and Prizes

Scholarships, awards, and prizes are available based on academic achievement, athletic ability and financial need. Some of these awards are made annually, based upon the availability of funds. The value of these awards varies and may cover tuition, books, fees, and other costs. Detailed information, including the minimum requirements, the selection process, and amounts may be obtained from the University's Office of Financial Assistance. A limited number of scholarships are available to entering freshmen and transfer students. These students should consult an admissions officer

regarding eligibility requirements. https://go.hssu.edu/rsp_content.html?wid=2&pid=15 refer to the link https://go.hssu.edu/rsp_content.html?wid=2&pid=15

FINANCIAL ASSISTANCE SATISFACTORY ACADEMIC PROGRESS POLICY

Authority

The Higher Education Act of 1965, as amended, and the final regulations set forth by the Department of Education in 34 CFR 668 require that institutions of higher education establish standards of Satisfactory Academic Progress (SAP). A student who does not meet these standards is not eligible to receive federally funded financial aid. Harris-Stowe State University shall make these standards applicable to all federal and state programs to maintain a consistent and reasonable financial aid policy. This policy does not override any other policy that may have more stringent requirements for renewal set by the governing body for that award.

Satisfactory Academic Progress Standards

Students are required to make satisfactory academic progress toward a degree if they expect to receive federal and state financial aid funds. A student is making satisfactory progress if the following three basic standards are met.

1. Cumulative GPA: The student MUST maintain a minimum 2.0 cumulative GPA.
2. Cumulative Completion Rate: The student MUST successfully complete at least 67 percent of all attempted credit hours.
3. Maximum Note: The student MUST complete their program of study within 150% of the time frame allotted for the student's particular program.

Satisfactory academic progress is monitored for all students who apply for financial aid. Recipients will be reviewed at the end of each academic year, and by semester if the student is on an Academic Plan. If the University determines that the student is NOT in good standing, then the student will be notified by email.

Satisfactory Academic Progress Descriptions

Good Standing

A student is in "good standing" if they meet ALL three of the SAP requirements listed above.

Suspension

Suspension occurs when a student fails to meet the cumulative GPA and cumulative completion rate requirements. Students may regain good standing after they have completed enough courses to bring their cumulative GPA to at least 2.0 AND their cumulative completion rate to at least 67%.

SAP

Students may submit an SAP appeal if documented extenuating circumstances contributed to their lack of academic progress. Students are limited to no more than three appeals. Contact the Office of Financial Assistance for more details.

A student whose SAP appeal has been approved must enroll and successfully complete ONLY the courses found in their academic plan. Failure to follow the academic plan will return a student to suspension status and the student will not be able to submit another SAP appeal for the same extenuating circumstances.

Probation

A student is considered on probation for the semester in which they obtained an SAP appeal approval. Probationary status lasts for only one semester. At the end of the probationary semester, a student must either earn the return of good standing or meet the requirements outlined in their academic plan to continue receiving financial aid for the following semester(s).

Maximum Time Frame

Satisfactory academic progress requires that a student complete their program of study within 150% of the time frame allotted for that program. For example, a student who is pursuing a degree at HSSU and the degree program is 120 hours in length, can attempt 180 credit hours (150% of the program length) to complete the program. If the program cannot be completed within 150% of the program length (i.e., example student attempts over 180 hours), then the student is placed on Time-Frame Suspension and is ineligible for additional financial aid at HSSU, for that degree program. Note: Students should be aware that changing degree programs may change a student's time-frame status).

Enrolling in courses outside a student's degree program of study, as well as withdrawing, repeating, and failing courses results in accumulating hours greater than 100% of the student's program length.

Time-Frame Notice

As a proximity warning, students are sent a "timeframe notice" once they have attempted 130% of their program length. Once notification is received, students are required to complete an SAP Graduation Plan. This ensures that students will graduate within 180 credit hours. Once reviewed by the Office of Financial Assistance, students who will not complete their program within 180 credit hours will not be eligible for financial aid. Students should heed this warning and plan their enrollment to ensure timely degree program completion.

Time-Frame Suspension

Students who are unable to complete their program of study within 150% of the program length are placed on "time-frame suspension." Students on timeframe

suspension are ineligible for federal, state, and institutional financial aid. There is no appeal process for time-frame suspension.

Completion of Classes

Courses graded with (A), (B), (C), (D), (CR), or (P) are considered completed. Courses graded with (AF), (I), (W), (NC), or (F) are not considered completed.

A student on Academic Probation may be eligible for enrollment at the University but may not be eligible to receive financial assistance.

Transfer Students

Transfer students will be evaluated on the course work completed and the GPA achieved at their prior institution(s) before financial aid is processed. A student who does not meet the policy at Harris-Stowe will be placed on a probationary semester requiring a cumulative completion rate, 67 percent of their attempted hours completed, and a 2.0 CGPA, to remain eligible for subsequent semesters.

VETERANS ACCESS AT HARRIS-STOWE

Following the U. S. Department of Veterans Affairs: Veterans Access, Choice, and Accountability Act of 2014, Section 702 (PL 113-146), Harris-Stowe State University shall offer in-state tuition and fees to qualified Veterans and dependents.

The following individuals shall be charged the in-state/in-district rate, or otherwise be considered a resident, for tuition purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of Title 38, United States Code, who lives in the State of Missouri while attending a school located in the State of Missouri (regardless of formal State of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits (38 U.S.C. § 3319) who lives in the State of Missouri while attending a school located in the State of Missouri (regardless of formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the State of Missouri while attending a school located in the State of Missouri (regardless of formal state of residence) and enrolls in the school within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.

- Anyone described above while remaining continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school before the expiration of the three years following discharge or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.

For additional information, please contact the University's Veterans Affairs Coordinator, (HGA Room 004) 340-3504.



DIVISION OF ACADEMIC AFFAIRS

MISSION STATEMENT

The mission of the Office of Academic Affairs is to uphold the academic integrity, core values, and institutional mission of the University. The Office of Academic Affairs strives to continue the historical legacy of Harris-Stowe by creating an academic culture geared to nurturing and producing scholars who will be dynamic and engaged citizens, prepared to be active participants within a global society.

GRADING POLICY

Grade Point Average Computations

The grade point average (GPA) is computed only for college-level courses completed with grades of A, A-, B+, B, B-, C+, C-, C, D+, D, D-, F, or AF, with grade points assigned.

For each University-level course in which a grade of A, A-, B+, B, C, D, F, and AF is given, the number of quality points for the course having that grade is found by multiplying the number of semester hours the course carries times the number of quality points determined by the grade given. For transfer

courses, quality points will be assigned consistent with the policy of the institution at which the courses were taken, if that institution is using the four-point scale; otherwise, the assignment of quality points will be based on the formula generally used by Harris-Stowe's Director of Admissions.

The sum of the quality point products for all college-level courses taken by the student with any one of the letter grades, then divided by the sum of the semester credit hours for those courses, equals the GPA.

Credit/No-Credit Status (CR/NC)

Some one-credit-hour courses and those numbered in the 800 series will receive the grade of Credit (CR) or No Credit (NC), except as otherwise approved by the Vice President for Academic Affairs.

Graded Status (Gr)

Grades are awarded at the end of the term following the University's 4.00-point system. Under the University's grade system, students in University-level courses will receive one of the following grades: A, A-, B+, B, B-, C+, C-, C, D+, D, D-, F, or AF.

UNIVERSITY GRADE SYSTEM

Letter Grade	Quality Points	Performance Expectations and Standards
A	4.00	93-100
A -	3.70	90-92.99
B +	3.50	87-89.99
B	3.00	83-86.99
B -	2.70	80-82.99
C +	2.50	77-79.99
C	2.00	73-76.99
C -	1.70	70-72.99
D +	1.50	67-69.99
D	1.00	63-66.99
D -	0.70	60-62.99
F	0.00	0-59.99
AF	0.00	Failure and Administrative Withdrawal (See Explanation A)
AW		Administrative Withdrawal (See Explanation B)
NA		Administrative Withdrawal Non-Attendance (See Explanation C)
WN		Authorized Withdrawal (See Explanation D)
I		Incomplete (See Explanation E)
AU		Audit: No credit or grade is given. (Normal tuition fees are charged for credit hours audited.)
CR		University Credit (See Explanation F)
NC		No Credit Earned (See Explanation G)

NOTE: Courses numbered below 0100 are developmental. These courses receive institutional credit only, are excluded from grade-point computations and class status determination and fulfill no degree or certification requirements.

Specified University Grade System Explanations:

- A. AF - Failure and administrative withdrawal due to excessive absences. Performance is judged to be unsatisfactory. Inactive Fall 2022.
- B. AW - Student is administratively withdrawn from a course (after the Census Date) due to conditions determined to be beyond the student's control, as approved by the chief academic officer, and or administrative withdrawal due to excessive absences.
- C. NA - NA is NOT a grade. The student is administratively withdrawn, based upon the student's nonattendance to the course, by the attendance deadline.
- D. WN - Authorized withdrawal initiated by the student during either of the following periods:
 During a regular semester or accelerated session- from the Official Census Date to the last day to drop or withdraw as indicated by the Academic Calendar.
 OR
 During a summer session - from the Official Census Date to the last day to drop or withdraw for the session, as indicated by the Academic Calendar.
- E. I - Required course work remains incomplete.
- F. An incomplete grade (I) is rarely given and not instead of official withdrawal from the course. An incomplete grade can be granted only when all the following conditions have been met by the student:
 - The student could not complete the course work due to reasons beyond their control.
 - The course work yet to be completed comprises no more than 20 percent of the total course requirements.
 - The tests or examinations yet to be taken do not exceed two in number.
 - Incomplete grades must be approved by the Office of Academic Affairs before issuance of the grade.
 - The student must complete all required work within the first nine (9) weeks of the subsequent semester. Note: An Incomplete may not be issued or made up during the Summer Session.
- G. CR - University credit earned in a course that has been identified in the course schedule as a credit/ no-credit course. Hours earned in such courses are not considered in the computation of the semester or cumulative grade point average.
- H. NC - University credit not earned in a course that has been designated in the course schedule as a credit/ no-credit course. This lack of earned credit does not affect the student's grade point average because it is not entered into the computation.

Note: Courses numbered below 0100 are developmental. These courses receive institutional credit only, are excluded from

grade-point computations and class status determination, and fulfill no degree or certification requirements.

Forgiveness Policy

When a course is repeated under the grade-forgiveness policy, the new grade will be calculated under the grade point computation procedure. It is understood that all recorded grades (A, A-, B+, B, B-, C+, C-, C, D+, D, D-, F, or AF are considered in the GPA. Before Spring 2000, only repeated related grades of WL or WR are excluded from the grade point computation. Beginning with the Spring 2000 semester, courses taken and repeated are automatically calculated and the application for grade forgiveness is not required. The course credit will be counted only once, as appropriate, toward satisfaction of degree requirements. Application for grade forgiveness grades by WL or WR must be made to the Registrar.

A grade of WR or WL may occur only once for each course taken before Spring 2000. Courses are taken Spring 2000 and after maintaining the grade earned but reflect that the course was repeated.

Courses completed at Harris-Stowe State University with final grades, whether initial or repeat of C or higher, cannot be repeated for credit or for revision of previously earned grades in those courses.

All candidates for initial teacher education certification must receive a grade of C or higher in all professional teacher education courses and a grade of C+ or higher in the subject matter courses for the Middle School and Secondary Education programs. A grade of C or higher is required for all professional-level courses in all degree programs.

A repeat of courses taken before Spring of 2000, in which a C- or less was earned, require a grade forgiveness form. Courses repeated after that time do not require the grade forgiveness form.

ACADEMIC FRESH START

Academic Fresh Start is an academic policy at Harris-Stowe State University which permits returning students to have a "fresh start" if they were unsuccessful academically during their matriculation for the bachelor's degree. This policy permits students to "wipe the slate clean" by having one semester of grades removed from the student's academic record. Thus, the credits earned during that particular semester will not be computed in the student's cumulative grade point average.

Undergraduate students who have not attended Harris-Stowe State University for at least three years may qualify for the Academic Fresh Start Policy if they meet the following conditions:

- The student has been readmitted to the University.
- The student has achieved at least a 2.0 in at least 12 credit hours since returning to the University.
- The student has not earned a bachelor's degree.

Academic Fresh Start cannot be utilized to achieve academic honors, financial assistance eligibility, athletic eligibility, or to avoid academic probation. Academic Fresh start can only be used one time and is only applicable to undergraduate students pursuing a degree at Harris-Stowe State University.

STANDARDS OF ACADEMIC PROGRESS

The Standards of Academic Progress for students of Harris-Stowe State University are set forth below. These standards have been established in compliance with the laws and regulations of the United States regarding student financial aid. The standards are consistent with the guidelines of relevant state agencies and national accounting groups.

Academic Standards Policy

To maintain good academic standing at Harris-Stowe State University, a student must achieve a minimum cumulative grade point average (CGPA) of 2.0.

Academic Probation

Whenever a student's cumulative grade point average falls below the minimum 2.0 requirement, the student will be placed on academic probation. Enrollment for the next semester will be limited to 12 credit hours (six hours for part-time students) and the student will be required to meet with the University's retention specialist and participate in academic support programs throughout the probationary period. The student must earn at least a 2.0-semester grade point average or higher for that semester for continued probation. A student is removed from academic probation upon achievement of a 2.0 cumulative grade point average.

Academic Suspension

A student will be suspended for one semester for not achieving a semester GPA of 2.0 during the academic probationary period. After being on academic suspension, the student may seek reinstatement to the University through an appeal to the Academic Standards Committee. If such an appeal is approved by the committee, the student will be required to sign an academic contract developed by the Academic Standards Committee, which will set forth specific actions that the student must successfully perform toward achieving the 2.0 minimum CGPA (Cumulative GPA). A student must achieve a minimum semester GPA of 2.0 during the probationary period.

If a student is academically suspended after reinstatement, the length of the suspension shall be for at least two semesters. If a student is suspended for the third time, the academic suspension shall be permanent.

Note: Summer sessions do not constitute a semester.

Student Academic Grievance Procedure

The Academic Grievance Procedure is established to review grades contested by students. During the follow-up investigation of the academic grievance, efforts are made to determine whether established grading criteria were applied.

The following grievance procedure is to be followed by students who believe they have received an unjustified grade in a course and want a review of the matter.

Step 1 – At the Instructor's Level (30 days in the succeeding semester)

If a student has an academic grievance, the student must present a written grievance statement to the instructor which sets forth what did or did not occur, and why the grade received should be reviewed:

- Instructor's clerical error.
- The instructor's assignment of the grade was not based on the student's performance in the course.
- The instructor's assignment of the grade was the result of standards that were not applied to other students in the course.
- The instructor is required to respond in writing to the written grievance.

Note: If the student is not satisfied with the instructor's written response, the student may make a second step appeal to the department.

Step 2 – At the Department Level (10 days after the deadline identified in step 1)

The student is required to secure a copy of the Departmental Academic Grievance Procedure form from the appropriate department. This document will inform the student of all appropriate instructions for processing this review at the department level. The department chair shall notify the student, in writing, of the department's decision within 30 days of receipt of the student's second-step appeal.

Note: If the student is NOT satisfied with the results of the second step of the grievance, the student may make a third-step appeal to the Office of Academic Affairs.

Step 3 – At the Vice President for Academic Affairs' Level

The third-step appeal must be in the form of a memorandum similar in format and attachments to that used in Step 1, including the student's reasons for regarding Step 2 responses as unsatisfactory. The third-step appeal memorandum must be submitted by the student to the Office of Academic Affairs within five school days after receipt of the chair's response.

- Within SEVEN DAYS after receipt, the Office of Academic Affairs will appoint a hearing committee consisting of at least two faculty members and at least one student.
- All appointees to this committee must be disinterested, neutral parties.
- The hearing committee must conduct and conclude an investigation of the matter aggrieved within 30 days after its appointment.

- Within 10 school days after the conclusion of the committee's investigation of the matter, the committee must submit a written report to the Office of Academic Affairs. This report must include the:

(1) Committee's findings, (2) Committee's conclusions

And (3) the Committee's recommendations for a resolution of the grievance.

The decision of the Office of Academic Affairs is final.

ACADEMIC HONESTY POLICY

Harris-Stowe State University assumes that all students are enrolled for learning; therefore, academic dishonesty of any kind is contrary to the purpose of both the student and the University. Academic honesty consists of truth-telling and truthful representations of all academic works. Any academic dishonesty detected and verified as such in a course (including such acts during an examination or the submission of plagiarized material) may result in the student's failure of the course and academic dismissal or suspension from the University. Academic dishonesty includes, but is not limited to:

- Copying from others on an exam.
- Offering another person's work as your own.
- Plagiarism.
- Stealing or attempting to steal an examination or answer key from any instructor.

Academic Dishonesty

Minimum sanction: Probation; Maximum sanction: Expulsion.

Academic dishonesty is any attempt by a student to submit 1) work completed by another person without proper citation or 2) to give improper aid to another student in the completion of an assignment, such as plagiarism. No student may intentionally or knowingly give or receive aid on any test or examination, or on any academic exercise, that requires independent work. This includes, but is not limited to using technology (i.e., instant messaging, text messaging, or using a camera phone) or any other unauthorized materials of any sort, or giving or receiving aid on a test or examination without the express permission of the instructor. The following are examples of academic dishonesty:

- Copying from another student's paper
- Using materials not authorized by the instructor on a test or examination
- Collaborating with any other person during a test or examination without authorization from the instructor
- Knowingly obtaining, using, buying, selling, transporting or soliciting, in whole or in part, the contents of a non-administered test or examination
- Coercing any other person to obtain a non-administered test or examination, or to obtain information about such an examination or test

- Substituting for another student, or permitting any other person to substitute for oneself to take a test or examination
- Altering test answers and then claiming the instructor improperly graded the test or examination
- Submitting altered/falsified papers, documents, etc., in an attempt to earn a grade

- Collusion or purchased term papers:

Collusion, the unauthorized collaboration with another person in preparing work offered for credit, is academically dishonest. Harris Stowe State University prohibits the preparation for sale and/or subsequent sale of any term paper, thesis, dissertation, essay or other assignment with the knowledge that the assignment will be submitted in whole or in part for academic credit.

- Plagiarism:

Plagiarism is defined as using another person's words as if they were your own, unintentionally or otherwise, and the unacknowledged incorporation of those words in one's own work for academic credit. Plagiarism includes, but is not limited to, submitting a copied, partially copied, or partially paraphrased work of another as one's own project, paper, report, test, program, design, pictures, images, or speech (whether the source is printed, under copyright in manuscript form or electronic media) without proper citation. Source citations must be given for works quoted or paraphrased. The above rules of academic dishonesty apply to work that is graded, ungraded, group, individual, written, or oral. The following guidelines for written work will assist students in avoiding plagiarism:

- General indebtedness for background information and data must be acknowledged by inclusion of a bibliography of all works consulted;
- Specific indebtedness for a particular idea, or for a quotation of four or more consecutive words from another text, must be acknowledged by footnote or endnote reference to the actual source. Quotations of four words or more from a text must also be indicated by the use of quotation marks;
- Project work will be considered plagiarism if it duplicates completely or in part, without citation, the work of another person to an extent that is greater than is commonly accepted. The degree to which imitation without citation is permissible varies from discipline to discipline. Students must consult their instructors before copying another person's work.
- Information taken from the Internet/websites must be cited, otherwise it will be defined as plagiarism.
- Falsifying or inventing any information, data or citation.
- Submitting identical or similar papers for credit in more than one course without prior permission from the course instructor.

Adjudication of Disciplinary Cases – Academic

Students are subject to disciplinary action for reasons of academic dishonesty. The faculty plays an integral role in the process for resolving academic dishonesty complaints.

The faculty member having the suspicion or information of dishonesty should first discuss the matter with the student(s) involved.

1. The faculty member should then discuss the situation with the chairperson of the department.
2. On a departmental level, one of the following may be chosen:
 - i. For a student who seems mistaken in practice rather than guilty of intention, or in the case that seems to warrant leniency, the faculty member, consulting with the chairperson, may do any of the following which they deem appropriate:
 - Grade the work under question “zero” or “failing”
 - Allow the student to demonstrate the ability to fulfill an assignment through individual, honest effort.
 - ii. For an offense which seems to be a clear case of cheating or which does not seem to warrant leniency, the faculty member, after consulting with the chairperson, may do either or both of the following:
 - Grade the work under question “zero” or “failing”
 - Assign a grade of “F” for the course. (Students should have the right to remain in a class during the term of any course until or unless suspension from the class or the University is imposed.)
 - iii. In cases where an “F” grade is assigned for academic dishonesty, the faculty should immediately transmit a Request to Post a grade of “F” on the student’s record. The request should be sent to the Registrar.
3. The faculty member may contact the University Director of Student Conduct to report the case of academic dishonesty. The student’s name will be placed on the University Academic Dishonesty List and the student will receive formal notice of said action in writing electronically. If a prior academic dishonesty record exists, the case will be referred to the Director for adjudication. If the student does not have any prior academic violation, then the current violation may be handled on the Departmental level. The Director or designee will follow the procedures for adjudication of non-academic cases. On a conduct level, faculty members have the following options:
 - Have the student’s name added to the official listing of students who have committed academic dishonesty. The reported student will receive notice of this act with recommended resources. No other formal conduct action taken.
 - Have the student’s name added to the official listing of students who have committed academic dishonesty

and refer the case to the University Director of Student Conduct for adjudication. The Faculty member may be called to testify in the conduct process.

- With either conduct option, the Faculty will submit copies of documentation and/or detailed reports to the University Director of Student Conduct for official records.

CLASS ATTENDANCE/ABSENCE POLICY

Due to regulations set forth by the U.S. Department of Education, Harris-Stowe State University is required to verify attendance for all students enrolled at the University.

Because the penalties related to attendance can have legal implications for the University, attendance policies must be clearly defined on each syllabus. The attendance policy should include expectations for labs and/or discussion sections. Faculty should clearly explain and enforce their attendance policies, as defined in the course syllabus. When policies are specified in the course syllabus, faculty may take attendance into account when evaluating student performance, if absences are accurately documented by the instructor. Absences that are avoidable, unavoidable, or due to University-sponsored activities are subject to the conditions of the Administrative Withdrawal Policy and to the specific conditions described below:

Avoidable Absences

Avoidable absences are absences that are not caused by extenuating circumstances. In the case of an avoidable absence, faculty members are not required to allow the student to make up missed assignments. It is up to the discretion of the faculty members to accept late assignments due to avoidable absences.

Unavoidable Absences

Unavoidable absences are those due to debilitating illness or personal emergency. Students must immediately inform their instructors of the reason(s) for the absence, in a timely manner, with supporting documentation, (i.e. a doctor’s statement or University team schedule). If unanticipated absences from class exceed one week, the student must inform Academic Affairs and provide supporting documentation. Academic Affairs will notify the student’s instructors. Unavoidable absences, approved by Academic Affairs, entitle the student to:

- Make every effort to schedule classes that will minimize activity and travel conflicts.
- Provide a schedule of all activities and related travel to all their instructors, within the first week of the semester or as soon as possible, for non-scheduled events. additional time to make up all missed assignments, by a deadline agreed upon by the instructor and the student. Unavoidable absences still count as absences in courses where grade penalties are imposed for inadequate attendance.

Absences Due to University-Sanctioned Activities

Students who participate in official University activities should be allowed to make up all missed assignments, tests, and exams because of participating in these events. Certain assignments, such as group projects or presentations, may not be possible to make up. If the instructor intends to deny the opportunity to make up such assignments, the instructor should inform the student so that the student may be aware of the consequences. The student may then decide to take the course during another semester, to make other arrangements for the University-sanctioned event, or to accept the consequences of the absence.

If the number of University-related absences is not larger than those allowed for all students by the course policy, the student should not be penalized for these absences. In such cases, however, the student does not have a right to any additional absences in the event of illness or family emergency. If the University-related and unexcused absences exceed those allowed by course policy, the instructor will determine the appropriate penalty.

To minimize conflict regarding absences due to

University-sanctioned events, students should:

- Plan schedules accordingly, to minimize activity or travel conflicts.
- Arrange with the faculty member to submit work during the absence, before leaving for the University-sanctioned activity.
- Obtain class notes or other materials missed before taking any subsequent exams or submitting assignments.

ADMINISTRATIVE WITHDRAWAL POLICY

Never Attend Administrative Withdrawal Policy

Students reported by instructors as not in attendance or having a 100 percent absence record through the Official University Administrative Withdrawal Date for attendance, will be administratively withdrawn from class(es) with no tuition or fees, with the exception of non-refundable and or late registration fees. The administrative withdrawal date for never attending courses may be found in the Academic Calendar available in the University Resources window of the [MYHSSU Home page](#).

Administrative withdrawals for never attending meeting the aforementioned conditions are valid and will stand. Students may appeal administrative withdrawal from class for having never attended when erroneously withdrawn, in that absences resulting in the withdrawal are inaccurate as the student attended class by the official university administrative withdrawal date for attendance. The student must contact their instructor directly to appeal.

Excessive Absence Administrative Withdrawal Policy

The enforcement of the class attendance policy resides with the instructor of record for each course. Harris-Stowe supports

the enforcement of attendance policies through the official notice of withdrawal due to excessive absence.

An Administrative Withdrawal will be issued when a student has been absent from class for:

- Two consecutive weeks during the regular fall/spring semester.
- One week during the summer session
- One week during accelerated Fall/Spring Weekday
- Session I/II, or
- One meeting during the accelerated fall/spring weekend session I/II.

Student administratively withdrawn from a course will receive a grade of "AW," which does not impact the student's grade point average. Once a student has been administratively withdrawn from a course for excessive absence, the withdrawal is valid and final. Students can only appeal an administrative withdrawal for excessive absences if an error has occurred in the recording of their attendance.

LEAVE OF ABSENCE POLICY

While continuous enrollment until graduation is the expectation, the Leave of Absence provides eligible students the means to be absent from the University when unable to complete the semester and/or they anticipate a need to discontinue enrollment for up to two full semesters or academic year (excluding summer or interim terms). Leave of Absence, when approved, provides the process for students to take a leave of absence from a degree program without being required to go through the re-admission process upon return to the University.

Students on Leave of Absence are subject to the Student Conduct Code and other applicable University policies. Student granted a leave of absence shall retain their admitted student status but would not have all the rights and privileges of a registered student. Leaves of absence for professional and academic reasons (study abroad, internship, employment, or professional development opportunities) or personal reasons (financial, family, medical or other emergencies) will be reviewed by the Provost or designee. Additional information is available in the Office of the Registrar.

ACADEMIC HONORS

Eligibility for Inclusion on the Academic Affairs Honors Lists

At Harris-Stowe State University, the Honors Lists are the equivalent of the Dean's List. There are two such lists at this University, one for full-time classified students and one for part-time classified students. At the end of each fall and spring semester, the names on the Vice President for Academic Affairs Honors List for full-time students reflect those classified students who during that semester:

- Were enrolled at the Official University Census Date in 12 or more University-level credit hours of Harris-Stowe State University course work.
- Earned a term grade point average of at least 3.50.
- Received no grades of F, AF, or NC
- Earned quality points in at least nine credit hours of course work.

At the end of each fall and spring semester, the names on the Vice President for Academic Affairs Honors List for part-time students reflect those classified students who during that semester:

- Were enrolled at the Official University Census Date in 6-11 University-level credit hours of Harris-Stowe State University course work.
- Earned a term grade point average of at least 3.50;
- Received no grade F, AF, or NC.
- Earned quality points in at least six credit hours of course work.

ACADEMIC HONOR SOCIETIES

The University has chartered for many honor societies. These societies and the eligibility criteria for admission or election to them are set forth below.

Alpha Chi

Alpha Chi is a national honor scholarship society founded in 1922 for accredited colleges and universities. Its purpose is to promote and recognize high academic achievement and good character and make scholarships effective for students in the various academic divisions of colleges and universities, both in the United States and in other countries.

Active membership is restricted to regular undergraduate students of junior and senior standing in programs leading to a baccalaureate.

Members of the Missouri Zeta Chapter at Harris-Stowe State University are elected by the total faculty group based on the following eligibility criteria:

- The student must have been a regular student at Harris-Stowe State University for not less than one academic year before the election.
- The student must have completed not less than half of the University credits required for graduation.
- The student must have an overall cumulative grade point average (OCGPA) of at least 3.5.
- If the CGPA earned at an institution previously attended is higher than that earned at Harris-Stowe State University, only grades earned at Harris-Stowe State University will be considered; otherwise, all grades earned at all institutions shall be considered.
- The student must be in the top-ranked 10 percent of students in their academic classification, including those previously elected to membership in the society.

The student must be rated by the University's total faculty group as successfully meeting the University's character requirements.

Kappa Delta Pi Honor Society

In an effort to promote a closer relationship among students in the field of education and to develop a more intimate fellowship with those dedicated to the teaching profession, the Illinois Education Club at the University of Illinois resolved to sponsor a national society similar to its organization. Subsequently, the honorary education fraternity, Kappa Delta Pi, was incorporated on June 8, 1911. Local chapters of Kappa Delta Pi were soon in existence at several colleges and universities with schools of education. On June 6, 1931, Harris Teachers College, now Harris-Stowe State University, established the Gamma Lambda Chapter of Kappa Delta Pi.

To qualify for undergraduate membership a student must:

- Have full standing as a junior.
- Rank in the upper quartile of the University.
- Maintain an overall cumulative grade point average (OCGPA) of 3.0 or above.
- Have been admitted to the professional level of Teacher Education programs.
- Exhibit worthy educational ideals.
- Intend to continue in the field of education.
- Manifest desirable personal qualities.
- Provide evidence of leadership attributes.

Sigma Nu Tau

Sigma Nu Tau Entrepreneurship Honor Society was established in the Spring of 2009 at the State University of New York at Plattsburgh. Its mission is to be a collegiate honor society that recognizes students, faculty members, and entrepreneurs who have either excelled in the study of entrepreneurship or who are exemplary models of principled entrepreneurship.

Requirements for Membership Include:

- At least 3.2 GPA (Undergraduates) and at least 3.5 out of 4.0 GPA (Graduates)
- A Major in Entrepreneurship or other Major with an Entrepreneurial Emphasis or a Minor in Entrepreneurship or Interdisciplinary Minor with a Minimum of 15 Credits in Strictly Entrepreneurship Courses
- At Least Junior Class Standing for Undergraduate or Completion of 50% Graduate Course Work for Graduate Students
- Strong Entrepreneurial Spirit, Honor & Integrity

Sigma Tau Delta

Sigma Tau Delta, the International English Honor Society, is open to students interested in English and who rank in the upper third of the student body for the semester of initiation. The resulting grade point average for this ranking is usually 3.0 or higher. The purpose of Sigma Tau Delta is to promote written expression, encourage worthwhile reading, and to foster a spirit of good fellowship among men and women professionally engaged in the study or teaching of the English language and literature. The Phi Beta Chapter of Sigma Tau Delta annually produces a publication of students' literary works called *The Triangle*. For further information, contact the College of Arts and Sciences in Room 210 of the Dr. Henry Givens, Jr. Administration Building.

Kappa Mu Epsilon

Kappa Mu Epsilon is a specialized honor society in mathematics, which was founded in 1931 to promote an interest in mathematics among undergraduate students. It has been a member of the Association of College Honor Societies since 1968. Its chapters are in colleges and universities of recognized standing, which offer an appropriate mathematics program.

The Missouri Mu Chapter of Kappa Mu Epsilon was installed at Harris-Stowe State University on April 25, 1998. The chapter's members are selected from students of mathematics and other closely related fields who have maintained standards of scholarship, have professional merit, and have attained academic distinction. The primary purposes of being a member of Kappa Mu Epsilon include the following:

- To further the interest of mathematics in those schools, which place their primary emphasis on undergraduate programs.
- To help undergraduate students realize the important role that mathematics has played in the development of civilization.
- To develop an appreciation of the power and beauty possessed by mathematics.
- To provide a society for the recognition of outstanding achievement in the study of mathematics at the undergraduate level.
- To disseminate the knowledge of mathematics and familiarize its members with the current progress in this important area of human interest.

Qualified applicants for membership must:

- Be, or have been, a faculty member or regularly enrolled student at an institution where a Kappa Mu Epsilon chapter is installed.
- Have completed at least three semesters at the institution ranking in the upper 35 percent of their class.
- Have completed at least three college courses in mathematics, including at least one semester of calculus, and attained an average grade of B or higher in all mathematics courses.

- Have at least one semester at the institution, after having transferred from another institution and have completed at least one mathematics course with a grade of B or higher at the institution, before induction.

Meetings and activities of Harris-Stowe's chapter are held twice a semester in conjunction with the Mathematics Club, in addition to an annual national convention.

Delta Mu Delta

Delta Mu Delta is an international business honor society established to recognize and reward superior scholastic achievement of students in business administration. Lambda Pi chapter of the Society of Delta Mu Delta Honor Society is in the Anheuser-Busch School of Business.

To qualify for membership, students must be regular undergraduate students of junior and senior standing in business programs leading to a baccalaureate degree.

Members of the Lambda Pi are elected by business faculty based on the following eligibility criteria:

- The student must have completed at least one-half of the credits required for a business degree.
- Transfer students must have 30 semester hours of residency unless transferring from an institution in which there is a chapter of Delta Mu Delta or the institution is eligible to have a chapter due to appropriate ACBSP (Accreditation Council for Business Schools and Programs) accreditation.
- The student must have a cumulative grade point average of one quarter (.25) of a step above a B (3.25) or better.
- The student must be in the top 20 percent in their academic classification, including those previously elected to membership in the society.

Delta Mu Delta membership provides recognition for a lifetime. As the highest international recognition, a business student can earn, it is appropriate to include Delta Mu Delta membership on one's resume and to wear the Key and display the certificate with pride.

Alpha Phi Sigma

Alpha Phi Sigma is a nationally recognized honor society for students in the criminal justice sciences. The society recognizes academic excellence displayed by undergraduate and graduate students of criminal justice and law school.

To qualify for membership, undergraduate students must have completed at least three full-time semesters or equivalent, and at least four courses must be in the criminal justice-related field. Undergraduate students must have a cumulative grade point average of 3.2 on a 4.0 scale, as well as a 3.2 average in criminal justice courses or rank in the top 35 percent of their class.

Pi Gamma Mu

Pi Gamma Mu is the oldest and preeminent honor society in the social sciences. Its mission is to encourage and recognize

superior scholarship in the social science disciplines and foster cooperation and social service among its members. Pi Gamma Mu serves the various social science disciplines which seek to understand and explain human behavior and social relationships, as well as their related problems and issues.

Juniors and seniors are eligible to join if they are in the upper 35 percent of the class, have a 3.0-grade average or better, and 20 semester hours in social science courses.

GRADUATION REQUIREMENTS

The commencement convocation is held at the end of the spring semester. Students are responsible for familiarizing themselves with the University Bulletin and all pertinent literature/documents that govern the requirements for graduation. Students are also responsible for maintaining a satisfactory grade point average, completing all requirements of their degree program, and satisfying all other requirements for graduation. It is strongly recommended that students complete a degree audit at the end of the student's completion of 60 credits. Students are required to file an application for graduation in the semester before the semester of anticipated degree conferral. Specific dates are listed in the University Calendar for each semester or session. To complete degree requirements the student must:

- File an application for degree conferral online (MyHSSU Student Portal) with the Office of the Registrar to become a candidate for graduation;
- Complete all clearance procedures identified by the respective degree programs and other University offices/ departments.
- Satisfactorily complete all requirements of the degree program;
- Earn the required cumulative grade point average for the degree program;
- Complete, in residence, the final 30 semester hours of course work, unless permission is granted otherwise;
- Achieve at least the required score on all required examinations of the degree program.

Eligibility for Graduation Honors

Graduating seniors, whose cumulative resident grade point averages are at the levels cited below, who have completed at least 60 semester hours in residence at Harris-Stowe and met the residency requirements for degree conferral, and who have met all other academic and non-academic degree requirements are graduated from Harris-Stowe State University with the following Latin Honors:

- Summa Cum Laude (HSSU CGPA of 3.75 or higher)
- Magna Cum Laude (HSSU CGPA between 3.5 or 3.749)
- Cum Laude (HSSU CGPA between 3.25 and 3.499)

COMMENCEMENT CONVOCATION

In case of unusual circumstances, students who are unable to participate in the commencement convocation are required to notify the Office of the Registrar in writing and request permission to pick up or receive the diploma in the mail after commencement. The University is not responsible for diplomas once mailed.

ALUMNI ASSOCIATION

Membership in the Harris-Stowe State University Alumni Association is available to any person who has attended and /or graduated from Harris Stowe State University or any of its predecessor institutions; any faculty member of Harris-Stowe State University or any of its predecessor institutions; any person having attended class (es) at Harris-Stowe State or any of its predecessor institutions and is no longer enrolled in any of the same institutions upon payment of annual dues. Persons having allegiance to Harris-Stowe State University or any of its predecessor institutions shall be eligible for membership as a Friend, upon payment of annual dues.

The Alumni Association is an autonomous body of members who have come together to accomplish the following three major purposes:

I.
To make known, celebrate, and perpetuate the institution's desirable customs, spirits, ideas, and philosophy.

II.
To promote in every way possible, the interest of the University and thereby the educational interest of the region Harris-Stowe serves.

III.
To revive and establish acquaintances and maintain good fellowship among the alumni, wherever they may be.

The policy-making body of the Harris-Stowe State University Alumni Association is that body's executive board.

The day seniors graduate from the University, they officially become members of the HSSU Alumni Association. From that day to the last day in May of the following year, recent graduates enjoy free membership to the Alumni Association, which includes many benefits. For more information, please call the Alumni Relations department at (314) 340-3370, e-mail grazeb@hssu.edu or visit HGA Room 115.

STUDENT SUCCESS

ACADEMIC RESOURCE CENTER

(314) 340-3650 | ARCAdminAsst@hssu.edu | HGA 13

The Academic Resource Center (ARC) at Harris-Stowe State University provides students with comprehensive academic support, services, and strategies essential for academic success. We are committed to elevating students to their full potential through independent and critical thinking, creative learning, and academic excellence persisting through graduation and professional endeavors. It is the ARC Team's obligation to serve students by embracing each one with the provision of quality programs, mentoring, reliable and strong support, as well as specific and appropriate standards. Among our highest priorities are placing students at the center of all of our efforts.



Scan for
ARC
website

Vision

The Academic Resource Center (ARC) at Harris-Stowe State University will enhance its position as a preeminent academic support center, with continued provision of a state of the art tutorial program, test accommodations center, Americans with Disabilities Act Program, well-structured developmental studies courses, and highly qualified, well-informed faculty. The ARC Team will continue to work diligently to bridge gaps, fill voids, and assist students with the passing of the "ARC Torch" from developmental studies courses to college level courses. Additionally, in our students' route to graduation, the ARC Team's efforts will bolster their foundations and hasten their journeys.

Services and Programs

The following programs and services are available to all currently enrolled HSSU students.

Developmental Studies or Transitional Courses

The Academic Resource Center offers developmental studies courses for students who demonstrate a need to strengthen their academic skills in preparation for college-level course work. Courses in mathematics and college prep reading & writing are provided based upon students' needs. To demonstrate mastery students must receive a final grade of 70% / C or higher. Placement into the designated courses is determined by multiple measures, including ACT/SAT and/or Accuplacer scores and, when indicated, a University prepared assessment test.

Topics in Higher Education (HSSU 300)

This course is designed for transfer and non-traditional students to acquaint them with the rationale and methods of inquiry that comprise their respective fields of study in higher education. This course is conducted as a seminar in which live discussions, exchanges, ideas, and interacting with members of the group are encouraged. The goal of the course is to encourage students to establish new relationships, build upon their academic and life skills, find opportunities for personal growth, and broaden their perspectives.

Conversational Foreign Language (Spanish LANG 100)

This one-credit hour course is open to students who are non-business majors. This introductory course is designed to enable students to begin speaking and writing simple but complete Spanish sentences, as well as develop an understanding of the language. Emphasis will be placed on the use of Spanish nouns, verbs, and correct grammatical structures in culturally appropriate phrases used in everyday interactions and conversational settings. The class will use a variety of strategies and materials to accommodate multiple learning styles. Students should possess a working knowledge of basic computer functions and applications to complete the required online course curriculum.

Supplemental Instruction

Supplemental Instruction (SI) is a free service offered to all students in particular high-risk courses, including mathematics, science, and reading and writing. The Supplemental Instruction program helps students develop and enrich their skills, increasing their potential for success. Students meet weekly to review homework, clarify notes, and study for upcoming tests in small groups. The sessions encourage peer-to-peer interaction and community building. Attendance is voluntary, but all students are encouraged to attend the SI sessions.

ARC Tutorial Lab

The tutorial center is an integral component of the ARC. Tutoring is offered to support academic skills related to coursework and is provided for all enrolled HSSU students. Tutorial assistance is offered in all content areas.

A broad range of hours is available to accommodate day, evening, and weekend students. The center is staffed with professional and peer tutors. Students may be served

individually, in small groups, and virtually. Visit the ARC online at www.HSSU.edu. Appointments can be scheduled or walk-in on a first-come/ first-served basis.

ARC Test Accommodations Lab

The Academic Resource Center Test Accommodations Center (TAC) provides services university-wide for faculty who require external classroom test proctoring. A broad range of hours are scheduled for the center's supportive provisions. The faculty member decides for test proctoring at least a week in advance of the test with the Test Accommodations Coordinator. Such arrangements are made following the TAC Policies and Procedures. Priority consideration is extended to students who require ADA accommodations.

In addition to the test proctoring service, the ARC Test Accommodations Center offers testing for students who need to make up tests. The center can administer tests by appointment or as prescribed by faculty members. Students who are determined to have disabilities are accommodated under the direction of the ADA Coordinator.

University Testing Services

Harris-Stowe State University requires a standardized testing evaluation program to determine the placement of incoming first-year students; the evaluation of students throughout their college experience; and, to aid in academic program evaluation.

Testing Includes:

- Accuplacer (onsite and remote)
- Major Field Tests and Exit Exams as required by departments
- Assessment Proctoring
- HiSET (High School Equivalency Test) formally known as GED

Hornet Bridge Programs

Hornet Bridge programming aligns with the mission of the Academic Resource Center to assist students with their transition to college while helping them with the realization of their fullest potential. The first year after high school is a difficult time, and our Bridge programming provides the necessary wrap-around supports to help our students be successful.

Hornet Summer Bridge program is a 5-week residential experience that allows incoming first-year students to receive the tools necessary to have a successful transition from high school to college. Participants receive free room and board; 7 credit hours free of charge; complete 8 hours of required tutoring per week; attend local cultural experiences, participate in team building and community service opportunities. Participants must commit to attending all 5 weeks.

Hornet Fall Bridge program is a transitional initiative designed for incoming, residential first-time freshmen. All participants will participate in the daily academic mentoring block and will benefit from weekly community living and learning experiences, and team-building exercises.

Hornet Bridge Requirements:

- Conditionally accepted to Harris-Stowe State University
- Cumulative Grade Point Average of 2.0 or higher
- Attend the end-of-program completion ceremony
- Complete a minimum of 16-hours of academic mentoring opportunities in the fall and/or spring semester immediately following completion of the Bridge experience,
- Agree to meet with the Summer Bridge Coordinator or designee a minimum of 3 times each semester

HiSET Testing

Harris-Stowe State University is a testing site for the HiSET (formerly GED) exam in the state of Missouri. HiSET stands for High School Equivalency Test. It is an alternative to a United States HS diploma and the GED and TASC test. The test was designed based on the OCTAE College and Career Readiness Standards for Adult Education. It gives out-of-school youth and adults the best opportunity to demonstrate their skills and knowledge and earn a state-issued high school equivalency (HSE) credential.

Prospective candidates must create an online account. The web address is <http://hiset.ets.org/> The HiSET exam consists of five subtests: Language Arts Writing, Language Arts Reading, Math, Science, and Social Studies. There is a fee to take the test. Prospective candidates can purchase any number of different subtests at the same time and will receive two retakes for each subtest purchased.

To take the HiSET exam in the state of Missouri, prospective candidates must meet the following eligibility requirements:

- Age: Must be at least 16 years of age and out of high school to take the HiSET exam. Prospective candidates who are 16 years of age must also have completed at least 16 units toward high school graduation. Students should have written permission to test from the Superintendent or Principal of the last school they attended.
- Residency: Must be a resident of Missouri to take the HiSET exam.
- Test Preparation or Instruction: Missouri does not have any test preparation or instruction requirements to take the initial test.
- Practice Test: Missouri does not require a practice test to qualify for the HiSET exam.

- Identification: Must present identification on test day at the HiSET test center. Outdated or expired identification will not be accepted. Acceptable forms of identification include:
 - Valid permanent or temporary Missouri license (Driver, Non-driver, Intermediate, Commercial or Instruction (learners) permit)
 - U.S. passport
 - U.S. military ID

PAYMENT POLICIES

Payments are not accepted at Harris-Stowe State University.

How you will pay for the exam depends on how you schedule it. If you schedule online, you can pay by:

- A debit card or credit card (American Express®, Discover®, MasterCard®, VISA® or JCB)
- PayPal®

You must pay for the exam when you schedule it. If you only have cash, you can:

- Use PayPal Cash® to fund a PayPal account
- Purchase a VISA, MasterCard, or American Express gift card

If you schedule by phone, you can pay by:

- A debit card or credit card (American Express, Discover, MasterCard, VISA or JCB)
- You can't use a PayPal account to pay over the phone.

Note: A \$10 fee will be applied when registering by phone.

EVALUATION

Per RSMo 161.094 and HB1606, your information will be retained for two years, beginning on the first date of examination, to evaluate the college and career placement rates. If you would prefer your information not be included in the evaluation, email HSE@dese.mo.gov and provide your last name, first initial, and date of birth with the words "opt-out" in the subject or message area.

For additional information, contact the HiSET Chief Examiner at (314)340-3650.

ACADEMIC RESOURCE CENTER

AMERICANS WITH DISABILITIES ACT (ADA) ACCOMMODATION

Harris-Stowe State University is committed to compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

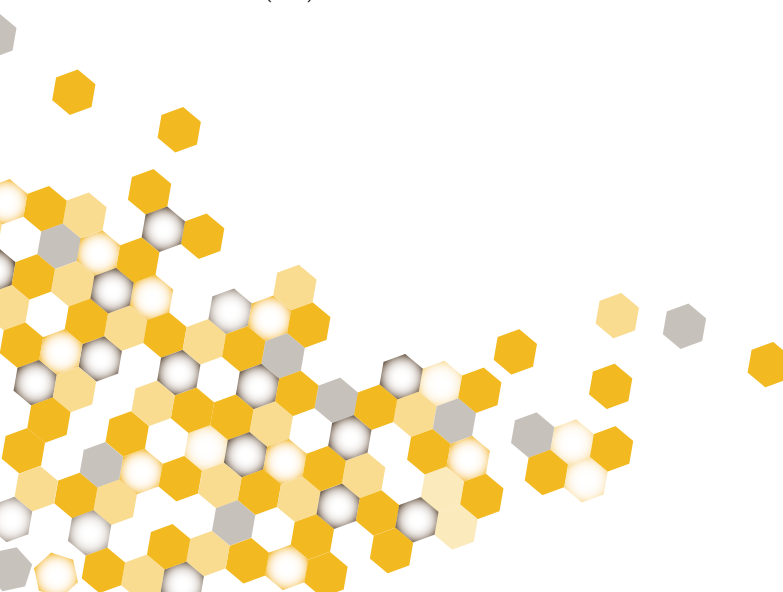
Section 202 of the 1990 Americans with Disabilities Act: "No qualified individual with a disability shall, because of such disability, be excluded from the participation in or be denied the benefits of the services, programs or activities of any public entity, or be subject to discrimination by any such entity."

Section 504 of the 1973 Rehabilitation Act: "No otherwise qualified handicapped individual in the United States... shall solely, because of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

While ensuring the academic integrity of its programs and courses, the University provides reasonable accommodations needed to ensure equal access to educational opportunities for individuals with verified disabilities. An ADA Coordinator is housed in the ARC to verify eligibility and coordinate services (as defined by Section 504 of the Rehabilitation Act), while the highest standards of confidentiality are maintained. Students are required to self-identify each semester for services and to provide requested documentation. Applications may be picked up in the ARC or can be found on the ARC website at www.hssu.edu. Applicants seeking services should call (314) 340-3650 or visit the Academic Resource Center in the HGA Building in Room 013.

Responsibilities of the ADA Coordinator

- Determine eligibility
- Identify appropriate accommodations (academic, auxiliary aids, etc.)
- Develop accommodations plan and complete faculty notification forms with student
- Work with faculty to ensure delivery of accommodations (arranging testing, use of auxiliary aids in classrooms modification, etc.)
- Maintain detailed confidential records that document the plan for the provision of selected accommodations
- Assist in course registration each semester
- Assist students in the development of self-advocacy
- Development and revise policies/guidelines for accommodating students with disabilities.



Responsibilities of the Student

- Meet with the ADA Coordinator and provide appropriate documentation promptly. It is recommended that students provide documentation at least before the start of the semester for which they are requesting services. Students should schedule an appointment with the instructor during the first few weeks of classes so that accommodations can be finalized.
- Submit proper forms requesting services (Braille, interpreters, note-takers, etc.)
- Deliver faculty notification forms to faculty as soon as possible.
- Follow guidelines regarding the use of accommodations/ADA services.
- Consult with the ADA Coordinator, within five business days regarding any problems encountered during the semester.
- Attend all classes.
- Organize time.
- Follow course syllabi.
- Meet with ADA Coordinator at least twice a semester.

Responsibilities of the Faculty

- Adopt teaching practices and evaluation methods that promote equal access.
- Collaborate with ADA Coordinator to provide accommodations.
- Contact your ADA Coordinator with any questions or problems.
- Treat all matters related to students with disabilities in a confidential manner.
- Consult with the ADA Coordinator if a disagreement between a student and faculty member regarding accommodation is not resolved.
- May request a written agreement before allowing the student to tape-record the lecture/class.
- Do not provide academic adjustments under the guise of a disability unless a faculty notification form is received.

Who is Eligible for Services?

All students attending the Harris Stowe State University with a documented disability (physical, emotional, developmental, medical, or temporary) are eligible and encouraged to register for services.

How Do You Apply for Services?

- Upon admission to the University, you must request, complete, and return the Academic Accommodations Application to the ADA Coordinator located in the Academic Resource Center along with:
- A copy of the documentation of your specific disability must be provided at the time of intake.

- Information regarding your academic history
- (transcripts, IEP, etc.)
- A copy of your current class schedule.

How do you Determine Who Receives What Accommodations?

Accommodations are determined because of a comprehensive individualized assessment, including a review of the Individual Educational Plan (IEP), medical reports, psychological reports, academic background, and an interview with the student.

Service and Support Animals

Harris-Stowe State University acknowledges the importance of service animals (defined herein) in providing an individual with a disability with specific services directly related to the individual's disability. Therefore, the university welcomes service animals in its buildings, classrooms, university housing, meeting rooms, dining areas, health center, recreational facilities, and sponsored activities and events subject to this service animal policy.

How Do You Apply for Services?

Upon admission to the University, you must request, complete, and return the Academic Accommodations Application to the ADA Coordinator located in the Academic Resource Center along with:

- A copy of the documentation of your specific disability must be provided at the time of intake.
- Information regarding your academic history (transcripts, IEP, etc.)
- A copy of your current class schedule.

How do you Determine Who Qualifies for Service and Support Animal Accommodation?

Definitions

For purposes of this policy, the following words have the following meaning:

- **Emotional support animal:** An animal that provides emotional support that alleviates one or more identified symptom(s) or effect(s) of an individual's disability. However, the animal has not been specifically trained to do work or perform and does not perform work or tasks that would qualify it as a service animal.
- **Handler:** A person with a disability that a service animal assists or an attendant who handles the service animal on behalf of a person with a disability.
- **Relief areas:** Areas on campus suitable for the sanitary relief of emotional support animals or service animal's urine and feces, including the nearest grassy areas outdoors or other areas as directed by university personnel.

- **Service animal:** Any dog individually trained to do work or perform tasks for individuals with a disability. A miniature horse may classify as a service animal if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the facilities can accommodate the miniature horse given the type, size, and weight of the miniature horse. According to Missouri law, a dog that is being trained as a service animal shall be considered a service animal for purposes of this policy while the dog is engaged in training by an appropriate individual. See Mo. Rev. Stat. § 209.152.
- **Resident:** An individual eligible for and assigned dwelling space in university housing.
- **University housing:** A residence hall, dorm, or university apartment maintained by the university.

Service Animal Procedures

- A. University students who seek to utilize a service animal on the university’s campus and/or at university events are covered under the American’s with Disabilities Act (ADA) and amendments thereto. Students should consider coordinating with the ADA Coordinator in the university’s Academic Resource Center (ARC) before bringing the service animal to campus. Additionally, resident handlers are strongly encouraged to inform the university’s residence life, housing, and dining service department before occupying university housing with a service animal.
- B. University faculty and staff should discuss the use of service animals in the workplace with the Director of Facilities and staff use of service animals is subject to this policy including, but not limited to, the obligations of the handler outlined below.
- C. University visitors are permitted to bring service animals into buildings, classrooms, residence halls, meeting rooms, dining areas, health centers, recreational facilities, and sponsored activities and events with prior approval, subject to the restrictions outlined in this policy and the obligations of the handler outlined below.
- D. University personnel should not ask about the necessity of a service animal when it is apparent that the animal is trained to perform tasks for an individual with a disability. In situations where it is not apparent that the animal is trained to perform tasks for an individual with a disability, the only ADA permitted inquiry are the following two questions: 1) Is the animal required because of a disability, and 2) What work or task has the animal been trained to perform? University personnel with questions regarding this analysis and the permitted inquiry should contact the ADA Coordinator’s office.

Obligations of Service Animal Handler

The supervision of a service animal is solely the responsibility of the handler. Handlers are subject to the following obligations, in addition to any other university rule or regulation not specifically related to service animals. The handler of a service animal must:

- A. Always keep the service animal under the handler’s control.

The service animal must always be properly restrained or otherwise under the control of the handler. No service animal may go loose or run at large on university property. If a service animal is found running at large, the service animal is subject to capture, confinement, and removal from university property.

- B. Comply with applicable laws and policies regarding animal ownership.

The handler must abide by current city, county, and state ordinances, laws, and/or regulations pertaining to the licensing, vaccination, and other requirements of animal ownership. It is the handler’s responsibility to know and understand all applicable ordinances, laws, and regulations in addition to university policies applicable to service animals. The university may request documentation of compliance with such ordinances, laws, and/or regulations, which may include a presentation of vaccination certificate(s).

- C. Take proper care of the service animal. The handler is required to ensure the service animal is always well cared for. Evidence of mistreatment, abuse, neglect, extended absence, or abandonment may result in the removal of the service animal, or other consequences. The handler is solely responsible for providing care and food for the service animal. University dining center policies prohibit the removal of food or food scraps from dining facilities for feeding service animals. University personnel shall not be required to provide care or food for any service animal including, but not limited to, removing the animal during emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the service animal from university housing in an emergency and may not be held responsible for the care, damage to, or loss of the service animal.

- D. Be responsible for property damages and damages or injuries to, or caused by, the service animal.

The service animal is expected to be housebroken and to utilize available relief areas when necessary. The handler is required to clean up after and properly dispose of all waste created by the service animal in a safe and sanitary manner. The handler will be responsible for any damages or injuries caused by the service animal and the handler must take reasonable precautions to prevent property damage or injury caused by the service animal. The residents with service animals residing in university housing will be charged

for any damages caused by a service animal or additional cleaning required due to the service animal (beyond reasonable wear and tear) to the same extent that other residents are charged for the same.

Conflicting Disabilities

If a person has a disabling condition that involves an allergic reaction to animals, they should notify the appropriate office based on their status with the university. Faculty, staff, and visitors should notify the HR office, while students and residents should notify the ADA Coordinator regarding reasonable accommodation to the presence of service animals. The person making the request may be required to provide supporting medical documentation to support the accommodation request. Action will be taken to consider the needs of both the person seeking accommodation and the service animal owner/handler to resolve the problem as efficiently and expeditiously as reasonably possible.

Exclusions of service animals

The university may restrict an individual's use of a service animal, according to this policy, when the service animal poses a substantial and direct threat to the health or safety of the university community when the presence of the service animal constitutes a fundamental alteration to the nature of the program or service provided by the university, or for the handler's failure to comply with the obligations set forth under this policy.

The university may also limit the use of service animals in certain locations due to health or safety concerns, where the service animal may be in danger, or where their presence may compromise the integrity of research due to the presence of chemicals and/or organisms. Should the university limit the presence of a service animal, the university will reasonably endeavor to work with the handler to determine reasonable alternative opportunities to participate in the service, program, or activity without having the service animal on the premises.

Grievance Procedure

If any individual believes that the university has failed to abide by this policy or has otherwise unreasonably restricted the use of a service animal on the university's campus or at university events, such individuals should contact the ADA Coordinator's office at (314)340-3650.

Americans with Disabilities Act Syllabus Statement

Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are civil rights laws that offer protection to individuals with disabilities in the United States. In summary, the law and act state that:

“No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

The Americans with Disabilities Act (ADA) protects the civil rights of individuals who (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such an impairment, or (3) are regarded as having such an impairment. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, and performing manual tasks.

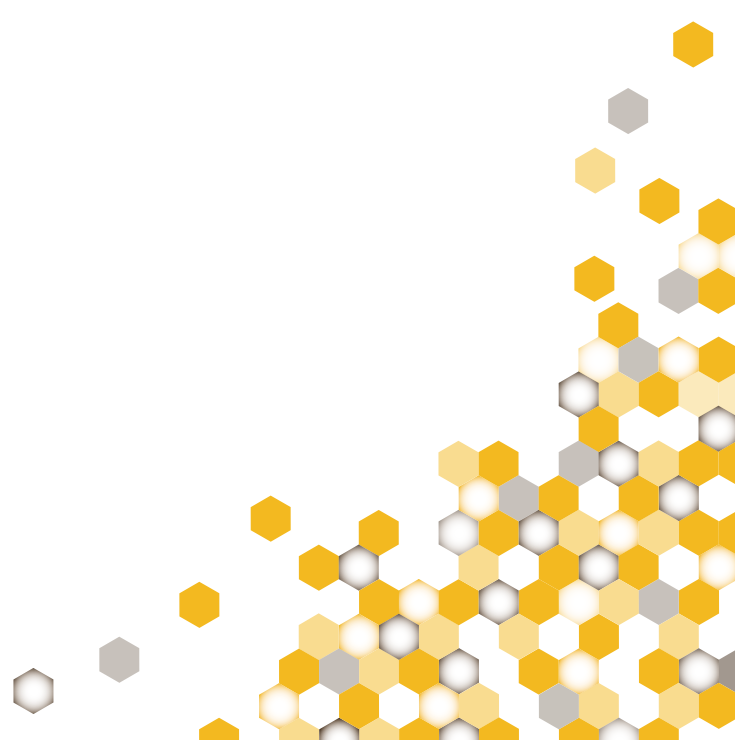
Harris-Stowe State University is committed to creating an inclusive environment that supports all of its diverse learners and offers academic accommodations to students with documented disabilities. Any Harris-Stowe State University student is eligible for academic accommodations if:

1. The student self-identifies a disability and needs accommodations;
2. The student provides appropriate and verifiable documentation of the disability.

Students with disabilities must meet the same academic standards as other students. Instructors should not change the fundamental requirements of a course or waive program components that are essential to the course of study. The fundamental requirements for all courses must be clearly stated and followed by all students.

Concerning behavior, students with disabilities must meet the same criteria as is required of students without disabilities. The Harris-Stowe State University Code of Student Conduct and the Student Classroom Decorum Rules apply to all students at Harris-Stowe State University, including students with disabilities in compliance with the laws that are set forth to protect students with disabilities.

Students requiring academic accommodations should come to the Academic Resource Center (HGA, Room 013) to complete an accommodations request form and meet with the ADA Coordinator. If students have any questions, or would like to schedule an appointment, call the Academic Resource Center at (314) 340-3650.



CAREER ENGAGEMENT AND EXPERIENTIAL LEARNING

(314) 340-3512 | CareerEngagement@hssu.edu | HGA 119

The Office of Career Engagement and Experiential Learning strives to support and empower students and alumni in their career development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment.

Career Engagement promotes faculty involvement in career development through collaborative relationships and classroom presentations. The office provides resources, connects employers with qualified applicants, and provides the institution with accurate information on post-graduation plans to support overall institutional effectiveness.

The Office of Career Engagement is Room 119 in the Dr. Henry Givens Jr. Administration Building. Office hours are 8 a.m.–5 p.m., Monday through Friday. Evening hours are available by appointment by contacting our office at (314) 340-3512.

Resources are available in the Office of Career Engagement and include information about occupations, career fields, resume writing, job search strategies, interviewing techniques, labor market trends, and employers. Individual career counseling appointments can be made for assistance with exploring career alternatives, career transitions, resume development, interviewing skills, and job search strategies.

Services are available to assist students with employment needs and professional dress attire. Job postings for full-time, part-time, and internship employment opportunities are available on our Handshake online system. Some job postings are also placed on the bulletin boards outside the office or directly emailed to scholars based on their majors.

A College of Education career fair, internship fair, and career and graduate school fair are held throughout the year to facilitate scholars obtaining company information and connecting with employers who are hiring for internships and professional positions. The Office of Career Services also schedules employers for on-campus informational sessions, recruiting, and interviewing.

Harris-Stowe State University is also a member school of the Thurgood Marshall College Fund (TMCF), representing the Black College Community. TMCF prepares scholars with professional development, innovative programs, scholarships, and opportunities to connect with top companies to develop leadership skills as they navigate from academia into life after graduation.



Scan for Career
Engagement website

TRIO PROGRAMS

(314) 340-5024 xt 3670 | StudentServices@hssu.edu | HGA 119

TRiO provides students with academic and support services in a safe environment as they move towards successfully completing a baccalaureate degree.

Program Overview

TRIO Student Support Services (SSS) is a federally funded grant through the U.S. Department of Education. Harris-Stowe State University's commitment to increase the retention and graduation rates of low-income, first-generation college students and students with disabilities and foster an institutional climate supportive of such students.



Scan for
TRiO
website

Services Provided

Student Support Services provides various services to 155 participants to ensure students succeed in their academic careers. All SSS services are FREE to program participants and include, but are not limited to, the following:

- Academic Coaching/Advising
- Academic Success Workshops
- Career & Graduate School Exploration
- Community Service Opportunities
- Exposure to Cultural enrichment events and activities
- Financial Literacy Education
- Financial Grant Aid (for eligible students)
- Secure temporary housing during breaks
- Technology Equipment Rental

Eligibility

Harris-Stowe State University students who meet one of the following criteria are eligible to apply to be a part of the program:

- A first-generation college student (neither parent completed a four-year college or university degree.)
- An individual whose household meets federally established low-income guidelines as defined by the U.S. Department of Education
- An individual with a documented physical, mental, or learning disability substantially limits one or more major life activities.

Student Responsibilities

Students selected to participate in Student Support Services must:

- Meet with their SSS Student Success Coach a minimum of two times per semester.
- Participate in a minimum of four activities each semester with the SSS program.
- Complete a Financial Literacy Course.

STUDENT LIFE

STUDENT AFFAIRS

Harris-Stowe State University's Division of Student Affairs considers students holistically – their intellectual capacity and achievement, emotional makeup, physical condition, social relationships, vocational aptitudes and skills, moral and religious values, economic resources, and their aesthetic appreciation. The Division of Student Affairs stresses the development of students as persons rather than merely their intellectual training alone. It is the focus of Student Affairs to assist students in developing to the limits of their potential and in making their contribution to the betterment of society.

It is the mission of Student Affairs to assist students in developing and achieving their utmost capability through personal effort on their behalf and through mobilizing on their behalf, all the forces within the University that can be made to serve this end. Student Affairs emphasizes the individuality of students and their present needs and interests. Students should be looked upon as more than candidates for a degree; they are individuals who must be developed and trained for a life of service, intellect, and actualization of their inner potential.

The Division of Student Affairs is comprised of the Dean of Student Affairs, Athletics, Counseling Services, Health Services, Bosley Residence Hall, Gillespie Residence Hall, Student Engagement, Bookstore and Dining Services. The main Student Affairs office is located in Gillespie Student Center and is open from 8 a.m. until 5 p.m., Monday through Friday. Evening hours are available by appointment. To contact the Dean of Student Affairs, call (314) 340-5053 or (314) 340-5095.

Counseling and Prevention Services

In keeping with the division of Student Affairs to develop the whole student, mind, body, and spirit, Counseling Services provides students individual and group counseling as well as a variety of programs, to enhance students' overall collegiate experience with a focus on personal, emotional, relational, and educational development, effective problem-solving and decision making. Confidentiality, empathy, and privacy are ensured in a judgment-free environment.

Counseling Services works to assist students with the transition to campus life, so that they can successfully adapt to the academic requirements and personal and social



Scan for
Counseling
website

interactions. Counseling Services assists students to strive for self-actualization and ultimately to put them in control of their lives. Counseling Services works collaboratively with Student Support Services, the Academic Resource Center, faculty, and staff to confront and resolve complications that hinder academic progress.

Counseling Services are available in the Gillespie Student Center from 8 a.m.–5 p.m., Monday through Friday. Evening hours are available by appointment. Contact Counseling Services by calling (314) 340-5089.

Health Services

Health Services provides effective health education, disease prevention, and promotion of health, and wellness services for students, staff, and faculty of HSSU. Also, Health Services emphasizes promoting a healthy state of well-being while students pursue and achieve their educational goals.

Health Services is located in the Gillespie Student Center and is open from 8:00 a.m. to 5:00 pm., Monday through Friday. The University health care specialists are sensitive and responsive to the needs and perceptions of our diverse group of students. Health Services not only attends to the immediate needs of the University community but also encourages and assists the community in developing a lifestyle that promotes health and wellness. This process should include, but not be limited to, maintaining a complete and accurate record of health information, including immunizations and yearly health histories and physicals. Also, Health Services should assist students in monitoring potential health problems such as blood pressure, weight control, and diabetes prevention. Health Services will provide documentation of services that will help students in utilizing community resources.

Residential Life

Harris-Stowe State University's campus housing offers some of the most modern student residence halls in the St. Louis area. Enjoy the luxuries of an apartment with the convenience of living on-campus with suite-style facilities, which include a furnished living room, kitchenette, dining area and private bathrooms.

The residence halls are so much more than a place to eat, sleep and study. Collectively, the residence halls house a dining hall, game room, computer lab, the University Bookstore, the Office of Student Engagement, Counseling Services, Health Services, and Multiple offices of the Division of Student Affairs.

Not only are the members of these offices always ready

to assist, but the director of Residential Life and resident assistants are also available to help students with their educational and personal needs. Being a member of Harris-Stowe's friendly campus community also means having the opportunity to grow through our varied educational, social and service-orientated programs offered throughout the year.

Rev. Dr. William G. Gillespie Residence Hall and Student Center

The mission of The Rev. Dr. William G. Gillespie Residence Hall and Student Center is to foster a healthy, civic-minded, supportive, academic residential community that enriches the educational experience at Harris-Stowe State University. The mission of the Gillespie Residence Hall and Student Center is carried out by linking the curriculum with residential living, which facilitates positive social interaction through programming and formulates civic engagement with the City of St. Louis.

Gillespie Residence Hall offers four-bedroom suites with two bathrooms per suite, complete with kitchen facilities at affordable prices. Residential fees include telephone, cable TV, and all utilities. The residence hall has laundry facilities and a weight room for residents' use only. Gillespie Residence Hall is a residence facility for full-time students at HSSU. The Gillespie Residence Hall office is open Monday through Friday, 9 a.m. until 5 p.m.

For more information, contact the Hall Director of Residential Life at (314) 340-5005.

Also, the Gillespie Student Center is the site of Campus Bookstore, conference rooms, a computer lab, a game room, Student Engagement Office, Counseling Services, and Health Care Services.

The Freeman R. Bosley, Jr. Residence Hall and Dining Facility

Harris-Stowe State University's newest residence hall opened in 2011 and includes 198 beds for freshmen students. All freshmen will enjoy suite-style facilities, which include a furnished living room, kitchenette, dining area, and private bathrooms. Some of the suites are single-bed suites, with a private bedroom for each student, and others are double-bed suites in which two students share a bedroom. Students need not worry about trudging through the snow or rain to enjoy a meal, as the residence hall houses a state-of-the-art campus dining facility, including a private meeting room. Other building amenities include a cardio fitness room, laundry facility, mailboxes, community kitchen, 24-hour vending, and a public safety station, all located on the ground floor. The Dr. Henry Givens, Jr. Administration Building, which houses most classes, is only a two-minute walk from both residence halls.

For more information, contact the Hall Director of Residential Life at (314) 340-5300.

Student Engagement

The mission of Student Engagement is to provide services, promote programs, and maintain facilities that are responsive to student development, social, recreational, and educational needs while enhancing the quality of University life. Through the work of its staff and various committees, the department will serve as a laboratory where students can learn and practice leadership, critical thinking, social responsibility, management, programming, and interpersonal skills.

Students' out-of-class experiences aid them in developing knowledge and skills that are consistent with the educational purposes of a university. The overarching goal of Student Engagement is to enhance the learning environment for students at HSSU. The Office of Student Engagement (OSE) is a center for the campus community and, as such, is an integral part of the institution's educational environment, providing co-curricular and extracurricular complements to the academic sector of the University. The office is located in Gillespie Residence Hall, Room 133. Normal hours are Monday through Friday, 8 a.m. until 6 p.m. To contact Student Engagement call (314)340-5030.

Ultimately, OSE works to enhance the overall quality of campus life, establish a sense of community, and enable all students to reach their full potential.

For more information, please visit the [Student Engagement webpage](#)

Student Organizations and Affiliates

There are more than 35 student organizations on campus. Please visit or email the Office of Student Engagement (OSE) located in Gillespie Residence Hall for a complete listing studentengagement@hssu.edu.

Academic Clubs and Honor Societies

- Alpha Chi
- Alpha Phi Sigma
- American Advertising Federation
- American College of Health Care Executives (ACHE)
- American Marketing Association (AMA)
- Delta Mu Delta
- Kappa Delta Pi
- Math Club
- Missouri Student Teacher Association (MSTA)
- Pi Gamma Mu
- Pre-Law Club
- Psychology Club
- Sigma Nu Tau Entrepreneurship Honor Society
- Sigma Tau Delta (English Honor Society)
- Student National Education Association (NEA)
- The National Society of Student Success (Sigma Alpha Pi)
- Together Educating Active Community Helpers (TEACH)
- Urban Affairs Specialists

HSSU Affiliate Groups

- Big Brothers/Big Sisters
- HSSU Alumni Association
- NAACP
- Student United Way

Fraternal Organizations – “The Greeks”

There are several Greek organizations which still hold charters at Harris-Stowe State University but have formed “City Chapters,” made up of undergraduate members from the various colleges and universities in the area.

Fraternities represented are:

- Alpha Phi Alpha Fraternity, Inc.
- Kappa Alpha Psi Fraternity, Inc.
- Iota Phi Theta Fraternity, Inc.
- Omega Psi Phi Fraternity, Inc.
- Phi Beta Sigma Fraternity, Inc.
- Sigma Tau Gamma, Fraternity Inc.

Sororities represented are:

- Alpha Kappa Alpha Sorority, Inc.
- Delta Sigma Theta Sorority, Inc.
- Sigma Gamma Rho Sorority, Inc.
- Zeta Phi Beta Sorority, Inc.

Sponsorships of Speakers and Other Activities

Any chartered student organization may, after receiving approval from the Office of Student Engagement, may invite persons not affiliated with the University to speak on campus. All contracts relating to the appearance of any outside guests or group at the University, which involve the expenditure of University funds and are sponsored by student groups, must be signed by appropriate University officials. Two weeks should be allowed for the processing of forms.

Flyer and Leaflet Approval and Posting

Harris-Stowe State University (HSSU) allows the posting and distributing of information of general interest to those in our campus community. However, posting or distributing materials at HSSU does not imply endorsement or liability for material contents on the part of the University. The following procedures apply to departmental, student, and community organization materials posted or distributed at HSSU. All material must be approved and stamped by the Office of Communications and Marketing before shared with the campus community.

- University employees may post or distribute materials of interest to students with supervisor (dean or director) and the Office of Communications and Marketing approval. Employees are responsible for removing materials when they are no longer relevant.
- HSSU student organization materials must be sent to the Office of Student Engagement for initial approval, who will forward them to the Office of Communications and Marketing for final approval. After appropriate approvals, the originating student organization will

post or distribute materials. Student organizations are responsible for removing materials 48 hours after their scheduled event.

- Community materials must be sent to the Office of Communications and Marketing for approval. Personnel from the Office of Communications and Marketing will remove the materials when they are no longer relevant.
- Materials may not be posted or distributed if they are obscene, defamatory, or advocate the deliberate violation of a federal or state law or published university policy. In addition, materials may not be posted or distributed on exterior fixtures of any vehicle. Materials cannot be posted in areas such as glass doors to buildings, hall walls, windows, bathrooms, and inside classrooms unless the Office of Communications and Marketing gives prior consent.
- Unapproved postings will be removed by the Office of Communications and Marketing personnel. Additionally, any posting that is more than one month old will be taken down unless prior arrangements are made with the Office of Communications and Marketing.

HSSU employees and student organizations wanting to post or distribute their materials at the HSSU campus must go through the approval processes noted above. General questions about this policy can be directed to the Office of Communications and Marketing at Communications@hssu.edu (314)340-3391.

Extracurricular Use of University Facilities

The University Events department at Harris-Stowe State University strives to provide excellent quality customer service in executing your event on campus. University Events will achieve through attention to detail, professionalism, and high standards. Our commitment and goal is to make sure that we assist you in planning that special event and we are enthusiastic in supporting you and exceeding your expectations at Harris-Stowe State University. The first and highest priority in the use of the University plant and facilities is the fulfillment of the institutional mission specified by the state legislature. The central focus of this mission is the education and the fullest possible development of students. Within the limitations imposed by such a building usage priority, the University makes available many of its facilities to student organizations, as well as outside agencies. A usage fee may be required in such cases.

SERVICES PROVIDED:

- Assist with the planning, coordinating, and managing of events
- Scheduling/ reserving facilities
- Serve as a liaison between event planners and the university service providers (i.e. public safety, facilities and maintenance, catering, residential life, IT, etc.)

- Provide technical assistance in the areas of audio/visual and lightening

More information or to reserve a space please visit hssu.edu or contact Events at (314)-340-3506 or via email at Events@hssu.edu.

Student Government Association

The Student Government Association (SGA) is a student-led legislative body with the primary purpose of developing and promoting student interests and participation in all activities at the University. The SGA, utilizing the designated Student Activity fees and other funding sources, supports the various official student activities and programs. The Student Government Association has the responsibility of appointing student representatives to the University's various academic committees. Important among such bodies are the University's governance committees of the various academic programs and disciplines. The association also appoints members and a chairperson of its committees and task forces.

All students enrolled at the University and in good standing, are members of the SGA and are strongly encouraged to participate in the association's meetings and projects. The association normally meets on the second and fourth Wednesday of each month throughout the academic year, September through April. The executive board of the association is elected annually in April.

STUDENT ACTIVITY FEE

To provide various activities, programs, and publications for HSSU students, a student activity fee is assessed. The fee, supplemented with other University funds, enables the Student Government Association to allocate financial resources for various programs and organizations, which serve all students enrolled in regular academic programs. The Student Government Association is allotted a portion of the funds for programs that benefit Harris-Stowe State University students.

COMMUNITY SERVICE LEARNING

As an institution, Harris-Stowe State University has always been a part of the surrounding community and a leader in many arenas. Community-service learning is an ideal path to take for educational institutions to be visible in the communities that surround their campus. Community-service learning is an excellent way to provide students with an opportunity to learn about the community around them and discover ways for students to become active participants. Community service contributes to the well-being of the community and increases community awareness of issues while enhancing relationships with the wider community.

The community and community-based organizations recognize the value of service-learning and how it directly

benefits the community, increasing the willingness of the community to offer much-needed support for such programs. The ultimate goal is to show students how their classroom experiences relate to community service and their lives.

Volunteer fairs are held annually. Students, who wish to volunteer for community-service learning, should visit the Office of Student Activities.

ATHLETICS

Intercollegiate Athletics

Harris-Stowe State University is a member of the National Association of Intercollegiate Athletics (NAIA) and the American Midwest Conference. Participation in intercollegiate athletics at Harris-Stowe State University is available in men's and women's soccer, volleyball, men's and women's basketball, men's and women's track & field, softball, and baseball. Harris-Stowe Athletics also boasts a non-competing cheerleading program that currently classifies as a student activity.

Participants in intercollegiate athletics at the University must be full-time students who meet all NAIA and institutional eligibility requirements. In order to compete, all student athletes must create an NAIA Eligibility Center profile and receive an NAIA Eligibility Center determination. To create a profile, please visit PLAYNAIA.org. To learn more about the NAIA eligibility requirements, please [click here](#).

In addition to going through the NAIA Eligibility Center process, student athletes must also go through a secondary eligibility process that takes place at the University. Through this secondary process, the University will ensure the accuracy of the NAIA's eligibility determination. In order for this process to take place, students must ensure that all final official transcripts have been sent from their previous institutions, including high school. If a student has transferred from a junior college or another four-year institution, they will be required to assist the Faculty Athletics Representative (FAR) with completing the Transfer Player Eligibility Statement.

All international student athletes, regardless of whether or not they have most recently been enrolled at an institution within the United States, will be required to create a profile and receive an evaluation from InCred. If an international student is coming to Harris-Stowe directly from an international high school or institution, they must receive a course-by-course evaluation from InCred. To create a profile with InCred, please visit InCredEvals.org.

The NAIA allows member institutions to award athletic scholarships to student athletes.

Because of the financial support provided by the student activity fees, all students are admitted free to intercollegiate athletic events. An official student identification card may be required to gain admission to such events.

Students who require additional information regarding programs and eligibility requirements should contact the Athletic Director in Room 103 of the Emerson Performance Center at (314) 340-5721.

Intramural Athletics

The University offers a program of intramural athletic activities to all members of the University community – students, faculty, and staff, at all levels. Competition in the various sports is available at both the individual and team levels.

Although instruction in the rules and skills particular to the various games is provided, such instruction is not the major emphasis; rather, the program's main focus is the cultivation of the needed skills for recreational purposes and the joy and camaraderie available in such activities. Thus, enjoyment and safety – not the level of skill – are the major considerations. Activities will be arranged based on the interests of students, faculty, and staff.

CAMPUS SAFETY AND POLICIES

DISPATCH CENTER: (314) 340-3333 OR CALL 911

DEPARTMENT OF PUBLIC SAFETY

The Public Safety Department provides a safe and secure environment in which our students, faculty, and staff can study and work. We try to accomplish this through training and open communication with the campus community. Our number one concern is to make sure we meet the needs of our campus community through dedicated service.

The Harris Stowe State University Department of Public Safety is a full-service Department serving the students, faculty, staff, and visitors. HSSU DPS maintains a 24-hour, 7 day a week presence on our main campus. In the event of an emergency, contact 911 or call the HSSU Department of Public Safety dispatch center at (314) 340-3333. Please visit the Office of Public Safety webpage for additional resources.

To provide confidential information relating to criminal activity occurring on campus, send an email to publicsafety@hssu.edu. Please sign up for RAVE Emergency alerts and receive real time information via text messaging and emails.

Parking Rules and Regulations

Harris-Stowe State University requires the registration of all motor vehicles that are owned or operated by students, faculty, and staff members when such vehicles are operated or parked on property owned or controlled by the University. Parking areas are available for the use of University faculty, staff, and students:

The lot to the west of HGA is reserved for faculty and staff only.

The lots south, east, and northwest of HGA are for the use of faculty, staff, and students.

Official University student parking permits may be obtained at any time during the school year. Take completed registration forms to the Parking Services Coordinator who is located in

the Henry Givens Administration building at the Office of the Bursar to pay and receive permits.

All vehicles parked on University property must have the Official University parking permit prominently displayed on the outside of the driver's side, bottom corner of the rear window. VIP campus community members with hanging permits should display them on the rearview mirror facing outward.

Failure to register a vehicle constitutes a violation of the University's parking regulations and could incur a fine. Parking Policy and Procedures are listed on the Department of Public Safety webpage at www.hssu.edu where violations of parking regulations and penalties are listed. Harris-Stowe State University does not assume any responsibility for damage or theft to cars while using the parking facilities of the University. Questions concerning the parking rules and regulations should be directed to the Department of Public Safety.

Reporting Crimes and Emergencies

It is a policy of the Harris-Stowe State University to protect the rights, safety, and welfare of the students, faculty, staff, and visitors. Persons are expected to conduct themselves properly, respecting themselves, others, and the property of others. It is extremely important to note that each person of the Harris-Stowe State University community has the right to be free from acts of violence and threats of violence.

Students, faculty, staff, and visitors are encouraged to report all suspicious persons and activities, crimes witnessed or crimes against themselves occurring on campus and in the surrounding communities to the Department of Public Safety. Students are encouraged to report crimes directly to the Department of Public Safety. However, they may also report crimes directly to any Campus Security Authority (CSA), who will then report the information received to the

Department of Public Safety. Campus personnel is informed of this procedure through new employee/student orientation and the Annual Security Report. Written reports are made and followed up by the appropriate personnel in the Department of Public Safety. All criminal incidents and emergencies must be reported immediately by calling the Department of Public Safety directly at (314) 340- 3333 or 911 for the response of the St. Louis Metropolitan Police Department. Additionally, if you know of a crime or wish to report suspicious activity, you can submit information confidentially by completing and submitting the form on the HSSU website: www.hssu.edu/report.

INCLEMENT WEATHER POLICY

It is understood that classes will be in session during inclement weather unless an official announcement is otherwise made. Therefore, all faculty and staff are expected to be present. Classes will be conducted according to the published class schedule.

The cancellation of classes or the adjustment of class schedules will be announced on the following radio and television stations: KMOX AM 1120, KTVI-Channel 2, KMOV-Channel 4, and KSDK-Channel 5. The University community will also be notified of closings via an email notification to students, faculty and staff and a message on the University's social media platforms (Facebook, Instagram, and Twitter). Students and all University personnel are to assume that classes are to be conducted as usual and that all offices are open unless otherwise noted on these stations and platforms.

Please note the schedule of the William L. Clay, Sr. Early Childhood Development/Parenting Education Center may sometimes differ from the schedule for the rest of the University. As such, closings for the Early Childhood Center will be noted as "Harris-Stowe Early Childhood Center," and the rest of the University will be noted as "Harris-Stowe State University."

On the rare occasions when classes must be canceled or adjusted, the decision will be made by the President or designee and will affect those persons as determined by the status of the University for that day. The decision will be made no later than 5:00 a.m., if possible, and the radio and television stations listed above will be notified of the closing. Students, faculty, and staff must rely on this means of communication to keep informed.

It is recognized that the decision to cancel afternoon and evening classes may require more deliberation because conditions of hazardous driving tend to increase due to traffic, lack of snowplows, darkness, etc.

A decision will be reached no later than 12 p.m. as to whether classes will be in session for the remaining afternoon and evening programs. This decision will be made by the President or designee. Should classes be canceled, the stations listed above will be notified. Harris-Stowe community members can also visit hssu.edu.

Both regular and adjunct faculty and students have the responsibility of contacting the University if they are unsure about their particular classes.

CODE OF STUDENT CONDUCT

Harris-Stowe State University is committed to creating and maintaining a productive living and learning community that fosters the intellectual, personal, cultural and ethical development of its students. Attendance at the University is optional, voluntary, and a privilege. When students enroll at Harris-Stowe State University, they voluntarily accept obligations of performance and behavior consistent with the University's mission, policies and processes. Students' commitment to self-discipline and valuing the rights of others are essential to the educational process, good citizenship and student success.

This Student Code of Conduct is intended to set forth the standards of behavior that all students and their guests must meet or exceed on and off campus. When students or their guests negatively infringe on the rights of others or otherwise violate this Student Code of Conduct, the University may intervene and take disciplinary action. Disciplinary action taken by the University to enforce this Student Code of Conduct is not intended to imitate or to serve as a substitute for civil or criminal proceedings, but rather have been created to maintain and preserve the educational nature of the University and ensure a respectful, productive and inclusive community. Please review the [Student Code of Conduct](#)

DRUG AND ALCOHOL POLICY

One of the certifications now required for the receipt of federal grants and funds is a formal statement from the grantee that it has adopted a policy and implemented a program that prevents the illicit possession, use or distribution of drugs and alcohol by students and employees of the institution. Further, the grantee must maintain evidence that it complies with all sections of the relevant federal regulations.

The following sections of the University's Code of Student Conduct describe behaviors which are considered violations as it relates to alcohol and other drug use. Section 13 – Use or possession of alcohol, marijuana, narcotics, illicit drugs, or drug paraphernalia on property owned or controlled by the University.

Section 14 – The sale or distribution of marijuana, narcotics, or dangerous drugs on property owned or controlled by the University or at a function sponsored or supervised by the University.

Section 16 – Drunken or disorderly behavior on property owned or controlled by the University or at functions sponsored or supervised by the Harris-Stowe or its student organizations. The University's Statement of Student Rights and Code of Student Conduct can be viewed in its entirety on the University's website.

Annual Distribution

In compliance with this federal requirement, Harris-Stowe State University has established the written drug/alcohol prevention program described herein. This written program will be distributed at least annually to each employee of the University and to each student who is taking one or more classes for any type of academic credit, regardless of the length of the student's program of study.

Parental Notification

What is Parental Notification?

Parental Notification takes place when a student is found in violation of the university's alcohol or other drug policy. In 1998, the reauthorization of the Higher Education Act of 1998 (HEA) amended the Family Educational Rights and Privacy Act (FERPA) to allow institutions of higher education to notify the parent(s) or legal guardian(s) of students under the age of 21 at the time of disclosure when their student has been found in violation of this policy. The parent(s) or legal guardian(s) will receive written communication informing them that a violation has been committed by their student. While the university may notify the parent(s)/or guardian(s) that a violation has occurred, it will not discuss the violation with parent(s) or legal guardian(s) without the student's written consent.

Why are Parents Notified?

Harris-Stowe State University educates its students regarding the effects of alcohol and other drug abuse on their collegial experiences. The University recognizes that parents can be valuable partners in our efforts to create a culture free of alcohol abuse and illegal drug use. To involve parents in this effort, HSSU will notify the parent or guardian of students younger than 21 found to have committed alcohol and other drug-related violations of the University's Code of Student Conduct.

When Will Parental Notification Take Place?

The parent(s) or legal guardian(s) will be notified if an underage student has been found to have any violation of Section 13 of the Student Conduct or a Violation of Section 13 and or Section 16 of the code.

The student will be allowed 48 hours following the adjudication to notify the parent(s) or legal guardian(s) of the violation, before the University issuing the written communication to the parent(s) or legal guardian(s).

The Vice President of Student Affairs/Enrollment Management or designee reserves the right to contact the parent (s) or legal guardian(s) if it is indicated that the student poses a danger to themselves or the University community.

For more information, contact Harris-Stowe State University, V.P. of Student Affairs/Enrollment Management, Henry Givens Administration Bldg. Room 110, 3026 Laclede Avenue, St. Louis, Missouri, 63103. (314) 340-3301

SMOKING POLICY

To limit exposure to tobacco smoke, Harris-Stowe State University has established a NO SMOKING POLICY in all campus interior spaces and all exterior areas including vehicles parked on campus and all University-owned or leased vehicles. It is the responsibility of all administrators, faculty, staff, and students to enforce the University's smoking policy. If an individual has a particular problem, that individual may request the help of Campus Public Safety in enforcing the policy.

UNATTENDED CHILDREN

The University reserves the right to protect the safety and welfare of unattended children. Children are not to be left unattended in the halls, offices, annex, dining hall, or library. The University will institute appropriate action if children are left unattended. Please refer to the Student Code of Conduct (Children on Campus)

HARASSMENT POLICY

Students

Nondiscrimination and Student Rights, as defined by Board Policy 2130 and Regulation 2130.

Sexual Harassment

At Harris-Stowe State University, sexual harassment of a student consists of sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:

- A school employee causes a student to believe that it is necessary to submit to unwelcome sexual conduct to participate in a school program or activity or when an employee or third-party agent of the University causes a student to believe that the employee will make an educated decision based on whether or not the student submits to unwelcome sexual conduct; or
- The unwelcome sexual conduct of a school employee or classmate is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening, or abusive educational environment. Examples of conduct which may constitute sexual harassment include:
 - Sexual advances.
 - Touching, patting, grabbing, or pinching another person's intimate parts, whether or not that person is of the same sex as the student.
 - Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts.
 - Coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another.
 - Graffiti of a sexual nature.

- Sexual gestures.
- Sexual or dirty jokes; or
- Touching oneself sexually or talking about one's sexual activity in front of others.

Investigation

Upon receipt of a report or complaint alleging unlawful discrimination, sexual harassment, or harassment based upon race, color, sex, national origin, ethnicity, disability, sexual orientation, or perceived sexual orientation, the compliance officer shall immediately undertake or authorize an investigation. That investigation may be conducted by University officials or by a third party designated by the University.

The investigation may consist of personal interviews with the complainant, the individual against whom the complaint is filed, and others who know about the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of the evaluation of any other information or documents, which may be relevant to the particular allegations.

In determining whether the alleged conduct constitutes a violation of this regulation, the University shall consider:

- The nature of the behavior.
- How often the conduct occurred.
- Whether there were past incidents or past continuing patterns of behavior.
- The relationship between the parties involved.
- The race, national origin, ethnicity, sex, and age of the victim.
- The identity of the perpetrator, including whether the perpetrator was in a position of power over the student allegedly subjected to harassment.
- The number of alleged harassers.
- The age of the alleged harassers.
- Where the harassment occurred.
- Whether there have been other incidents in the school involving the same or other students.
- Whether the conduct adversely affected the student's education or educational environment.
- The context in which the alleged incidents occurred.

Whether a particular action or incident constitutes a violation of this regulation requires a determination based on all the facts surrounding the circumstances. The investigation shall be completed no later than 14 days from receipt of the report. The University compliance officer shall make

a written report to the President upon completion of the investigation. If the complaint involves the President, the report may be filed directly with the Board of Regents. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this regulation. The compliance officer's obligation to conduct this investigation shall not be extinguished by the fact that a criminal investigation involving the same or similar allegations is also pending or has been concluded.

University Response

Upon receipt of a report that a violation has occurred, the University will take prompt, appropriate formal or informal action to address and, where appropriate, remediate the violation. Appropriate actions may include but are not limited to, counseling, awareness training, warning, suspension, exclusion, expulsion, transfer, remediation, or discharge. University action taken for violation of this Harassment Regulation shall be consistent with the requirements of applicable collective bargaining agreements, state and federal law and University policies for violations of a similar nature of similar degree of severity. In determining an appropriate response to a harassment violation has occurred, the University shall consider:

- What response is most likely to end any ongoing harassment?
- Whether a particular response is likely to deter similar future conduct by the harasser or others.
- The amount and kind of harm suffered by the victim of the harassment.
- The identity of the party who engaged in the harassing conduct.

Whether the harassment was engaged in by school personnel. If so, the University will consider how it can best remediate the effects of the harassment. If the evidence suggests that the harassment at issue is also a crime in violation of a Missouri criminal statute, the Board shall also direct the University compliance officer to report the results of the investigation to the appropriate law enforcement agency charged with responsibility for handling such crimes.

The results of the University's investigation of each complaint filed under these procedures will be reported in writing to the complainant and other parties by the University following state and federal laws regarding data or records privacy and consistent with the privacy rights of the alleged harasser.

If the University's evaluation of a complaint of harassment results in a conclusion that an individual has engaged in unlawful discrimination or harassment in violation of this regulation, or that school personnel have failed to report

harassment as required herein, that individual may appeal this determination by the use of established Board procedures for appealing other adverse personnel and or education-related actions. If the University's evaluation of a complaint of harassment results in a conclusion that no unlawful harassment has occurred, an individual who was allegedly subjected to harassment and believes that this conclusion is erroneous may appeal this determination by the use of established Board procedures for appealing other adverse personnel- and/or education- related actions. An individual who was allegedly subjected to unlawful discrimination or harassment may also file a complaint with the Missouri Commission for Human Rights, the United States Department of Education Office for Civil Rights, or the United States Department of Justice. Also, such individual may choose to file suit in either the United States District Court or the Missouri Circuit Court.

Copies of all complaints of harassment and the investigations conducted according to them shall be maintained at the main administrative offices of the University.

Retaliation

Submission of a good-faith complaint or report of unlawful discrimination, sexual harassment, or harassment based upon race, color, disability, national origin, ethnicity, or sexual orientation will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

The University will discipline or take appropriate action against any student, teacher, administrator or other school personnel who retaliates against any person who reports an incident of alleged sexual, racial, ethnic, sexual orientation discrimination, disability-related harassment or violence, or any person who testifies, assists or participates in a proceeding, investigation or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.



HSSU SCHOOLS





AND COLLEGES



ANHEUSER-BUSCH SCHOOL OF BUSINESS

BRIEF OVERVIEW

The Anheuser-Busch School of Business offers undergraduate and graduate programs to educate students in the art and science of business. These programs prepare graduates to become tomorrow's global business leaders by equipping them with the ability to identify, analyze, and solve complex business problems.

OUR MISSION

The mission of the Anheuser-Busch School of Business is to offer high-quality programs that empower students with a well-rounded business education. We work to develop high-performing leaders, innovative entrepreneurs, and those who wish to pursue graduate degrees.

In collaboration with businesses, organizations, and valued partners, the Anheuser-Busch School of Business enhances educational programs with experiential learning, research projects, professional development opportunities, and internships.

We strive to promote the intellectual, ethical, and social growth of the students through critical and innovative thinking, superior verbal and written competencies, and decision-making skills in a technologically complex and diverse global marketplace.

DEGREE PROGRAMS

The Anheuser-Busch School of Business offers the following degree programs and emphases:

Bachelor of Science (B.S.) in Accounting

The mission of the Accounting program is to provide a well-balanced educational program that will prepare students to enter the field of accounting and/or continue their education at the master's level, to qualify for the CPA exam. The curriculum includes a general education core, a business administration core, and required courses in accounting.

Bachelor of Science (B.S.) in Business Administration

The mission of the Business Administration degree program is to provide students with a solid and well-rounded education in business that prepares the students to meet the challenges of a dynamic workforce and prepare them for an advanced degree. The program has three emphases, including management, entrepreneurship, and marketing.

Entrepreneurship Emphasis

The mission of the Entrepreneurship emphasis is to provide a quality educational program and experience

to students interested in owning and managing their businesses. The program strives to prepare individuals by providing a curriculum in entrepreneurship, as well as in other academic disciplines, such as management, marketing, information systems, economics, accounting, and finance.

Management Emphasis

The mission of the Management emphasis is to graduate students who are well-rounded in management and business for a career or graduate studies that require critical thinking and decision-making in a technologically complex, dynamic, socially, politically, and culturally diverse business environment.

Marketing Emphasis

The mission of the Marketing program is to equip students with the knowledge and skills needed to build a successful marketing career. Special focus is given on how to design and implement programs to efficiently communicate and distribute products and services to consumers. Marketing students learn to make decisions about product design and quality, pricing, advertising, channels of distribution, and personal selling, to enhance consumer satisfaction and further the goals of businesses.

Bachelor of Science (B.S.) in Finance

The mission of the B.S. Degree in Finance is to equip students with the knowledge, skills, and ability to manage money, deal with investments, and assess risk and return to maximize corporate profits. Students will learn how to manage the assets of businesses, institutions, and individuals. Students will learn market analysis, the making of sound investments, and how to track the flow of money. The B.S. Degree in Finance prepares the students for many careers available in the field of finance, including financial advisor, investment banker, financial planner, credit analyst and loan officer, both in government and in the private sector. Also, a B.S. Degree in Finance prepares students to pursue higher levels of education.

Bachelor of Science (B.S.) in Health Care Management

The mission of the Health Care Management program is to provide quality education to students planning to assume an entry or mid-level management position in a variety of national and global health care settings, hospitals, pharmaceuticals, and medical equipment companies, managed care organizations, physician group practices, home care centers, long-term care facilities, public health institutions, hospices, health insurance firms, ambulatory care clinics, and consulting companies. The program strives to combine a professional curriculum with other academic

disciplines, such as management, marketing, information systems, economics, accounting, and finance. Additionally, a student with a B. S. Degree in Health Care Management will be prepared to pursue higher levels of education.

Bachelor of Science (B.S.) in Information Sciences and Computer Technology (ISCT)

The Information Sciences and Computer Technology degree program has four emphasis areas: computer studies, management information systems, cybersecurity, and data analytics. The mission of the Information Sciences and Computer Technology degree program is to prepare students to meet present and future technological and management challenges. The curriculum is designed to provide a solid foundation in computer hardware and software, systems design, communications, and project/team management skills for the rapidly changing IT industry. The program has two emphasis areas: computer studies and management information systems.

Computer Studies Emphasis

The mission of the Computer Studies emphasis is to provide a well-balanced program that will prepare students to enter the field of information sciences and computer technology. The curriculum includes a general education core, a business administration core, and an information sciences and computer technology major core, with an area of concentration in computer studies.

Management Information Systems Emphasis

The mission of the Management Information Systems (MIS) emphasis is to prepare students for a leading role in this rapidly growing field of study. The MIS emphasis gives students an understanding of the importance of information systems as a management tool in the planning, control, and decision-making activities of the organization. The program of study introduces students to the concepts and methods of analyzing, designing, planning, and managing simple or complex information systems. It emphasizes the managerial aspects of information systems by providing a solid base of business courses and computer science courses common to the Anheuser-Busch School of Business.

Cybersecurity Emphasis

The mission of the cybersecurity emphasis is to equip students with the knowledge and skills needed to lead defensive cybersecurity operations and identify various ways attackers defeat security controls and monitoring technologies. This program introduces students to concepts and methods of analyzing, designing, planning, and managing simple or complex information systems. The also provides a solid base of business courses and computer science courses common to the Anheuser-Busch School of Business.

Data Analytics Emphasis

The mission of the data analytics emphasis is to equip students with knowledge and skills needed to build projects utilizing real data sets while also developing the capacity to address challenges autonomously using analytics and data science. Students will be able to create models to forecast future trends and apply them to commercial strategy. The program also emphasizes the managerial aspects of information systems by providing a solid base of business courses and information system courses common to the Anheuser-Busch School of Business.

Bachelor of Science (B.S.) in Marketing

The mission of the Marketing program is to equip students with the knowledge and skills needed to build a successful marketing career. Special focus is given on how to design and implement programs to efficiently communicate and distribute products and services to consumers. Marketing students learn to make decisions about product design and quality, pricing, advertising, channels of distribution, and personal selling, to enhance consumer satisfaction and further the goals of the businesses.

Certificate of Entrepreneurship

The mission of the Entrepreneurship certificate program is to provide a high-quality experiential program for students and individuals interested in owning, managing, and scaling their businesses. The program focuses on innovation and strives to prepare individuals by providing a curriculum for scholars in any discipline.

ADMISSION REQUIREMENTS TO THE DEGREE PROGRAMS

Applicant must:

- Have completed at least 30 credit hours of the required 42 credit hours, comprising the University's General Education curriculum.
- Have maintained good academic standing by having a cumulative grade point average (CGPA) of at least 2.0 on a 4.0 scale for all courses earned at HSSU or transferred toward a degree in the Anheuser-Busch School of Business.
- Complete an application for admission to the applicable program; and,
- Be approved for admission to a program by the Dean of the Anheuser-Busch School of Business.

After all approvals have been obtained for admission to a specific degree program, the University will send a formal letter of admission signed by the Dean of the Anheuser-Busch School of Business.

Transfer students transferring more than 30 credit hours must apply for admission to a program, as defined above during the first semester at HSSU.

POLICIES GOVERNING THE DEGREE PROGRAMS

- Prior to registration for courses, all business students must be advised by their faculty adviser in the Anheuser-Busch School of Business.
- For all courses counting toward a degree from the Anheuser-Busch School of Business, all students must maintain a minimum 2.0 cumulative grade point average on a 4.0 scale for all courses.
- For degree conferral, a minimum final grade of "C" must be earned in all program required courses.
- All requests for course substitutions must be submitted to the Dean of the Anheuser-Busch School of Business and approved by the Vice President for Academic Affairs prior to registering for such courses.

REQUIREMENTS FOR DEGREE CONFERRAL

The requirements for degree conferral are as follows:

- 120-degree credit hours in required courses.
- A minimum of 60 semester credit hours must be earned at a four-year institution.
- The last 30 semester credit hours counted toward a degree must be earned at HSSU.
- A grade of "C" or better must be earned in all business administration core and major courses required for degree conferral.
- A minimum GPA of 2.0 on a 4.0 scale for all courses counting toward a degree from the Anheuser-Busch School of Business.
- All candidates seeking a degree from the Anheuser-Busch School of Business must take the senior competency exam. The exam constitutes 30 percent of the grade in BSAD 0480 (Business Policy and Strategy).
- Complete a senior exit survey.
- All candidates must complete an exit interview with various department chairs.
- All candidates must complete the Anheuser-Busch School of Business clearance form, obtaining all required signatures.

POST-GRADUATION ASSESSMENT

A major goal of the Anheuser-Busch School of Business at Harris-Stowe State University is to produce graduates who have acquired a well-balanced education in business. This will enable them to compete successfully in the world of business, as well as in postgraduate studies. To accomplish this goal, the school pursues the following objectives:

- Graduates will express satisfaction with the education they have received at Harris-Stowe State University.

- Graduates will successfully meet the admission requirements of graduate schools of business.
- Graduates will have gained the necessary oral and written communication skills that are needed for success in the business world.
- Graduates will have developed interpersonal growth and can assess their value systems, make ethical decisions, build healthy professional and personal relationships, and contribute to their community.
- Graduates will have developed effective critical thinking by integrating a broad educational foundation with in-depth knowledge of a field of study. The students will be able to manage information, analyze and solve real-world problems, construct meaningful connections, learn from their experiences, and apply their learning to new situations.
- Graduates will be ready to work because of their educational experience. They will enter the global workforce with confidence and professionalism, demonstrate competence in their respective fields, use technology appropriately and effectively, work as productive members of a team, and commit to continuous professional growth while remaining competitive in the job market.
- Graduates will have developed an understanding of and appreciation for diversity.
- Employers will express satisfaction with their professional knowledge and skills.

The Anheuser-Busch School of Business faculty are engaged in an ongoing assessment of the quality of the degree programs.

INTERNSHIP GOALS

In the Anheuser-Busch School of Business, students will study under highly qualified faculty members who have combined academic credentials and professional experience as practitioners in the field of business. The goals for the internship are as follows:

- To provide students with professional business experience in their areas of business specialization.
- To provide the business community with firsthand evidence of the talents and quality of the educational background of students who are entering the job market.
- To provide a transitional bridge from the classroom setting to the professional atmosphere of the business world.
- To provide and receive feedback to and from the Business School Advisory Council regarding the academic and professional skills that are expected by the business community. This feedback is necessary to continually meet the needs and expectations of the community in which the Harris-Stowe State University Anheuser-Busch School of Business graduates serve.

Internship Policies and Procedures

- The Anheuser-Busch School of Business will assist students in locating an internship site in their degree areas of specialization. However, it is the student's responsibility to secure the site and position. The internship coordinator of the Anheuser-Busch School of Business approves all paid and unpaid internships, internship sites, and position descriptions. All internships are planned as valuable learning experiences for the student and provide valuable services for the employer.
- Internships must have a minimum of 240 clock hours of productive work experience.
- The internship site and detailed job description of the position must be provided to the internship coordinator, including a detailed description of the intern's duties and responsibilities, just as the company provides its regular full-time or part-time employees. The job description must meet the minimum internship requirements of Harris-Stowe.
- The internship site supervisor provides the internship coordinator and the student with a performance evaluation after the first 120 clock hours of the internship and again at its conclusion. The evaluation document is to be either the employer's normal evaluation form that is used to evaluate the company's employees or the evaluation form supplied by the University's internship coordinator of the School of Business.
- The student must submit a current resume to the internship coordinator before and after the internship experience.
- The student must submit to the internship coordinator a formal report summarizing the internship experience.

DEGREE PROGRAM REQUIREMENTS

B.S. in Business Administration Program Required Courses			
General Education Core Requirements			42
Business Administration Core Requirements			51
Business Administration Program Courses			27
BSAD	445	Small Business Budgeting and Cash Management	3
BSAD	479	Topics in Business Administration	3
BSAD	495	Business Administration Internship	3
BSAD		Electives	18
Total B.S. in Business Administration Degree Requirements			120

B.S. Business Administration Core Requirements			
ACCT	201	Financial Accounting I	3
ACCT	204	Managerial Accounting	3
BSAD	200	Introduction to Business	3
BSAD	220	Legal Environment of Business	3
BSAD	225	Diversity and Business Ethics	3
BSAD	315	Business Statistics	3
BSAD	321	Business Finance	3
BSAD	400	Business Government Relations	3
BSAD	455	Production and Operations Management	3
BSAD	457	Corporate Communications	3
BSAD	470	International Business	3
BSAD	480	Business Policy and Strategy	3
ECON	204	Macroeconomics	3
MATH	203	Applied Calculus for Business Majors	3
MGMT	350	Management and Organizational Behavior	3
MIS	305	Business Applications Software and Networks	3
MRKT	320	Principles of Marketing	3
Total Business Administration Core Requirements			51

B.S. in Business Administration-Entrepreneurship Emphasis Program Required Courses			
General Education Core Requirements			42
Business Administration Core Requirements			51
Business Administration in Entrepreneurship Program Courses			27
BSAD	302	Entrepreneurship	3
BSAD	445	Small Business Budgeting and Cash Management	3
MGMT	355	Small Business Management	3
MGMT	360	Human Resource Management	3
MRKT	370	Entrepreneurial Marketing	3
BSAD	365	Global Entrepreneurship Ventures Externship OR	3
BSAD	495	Business Administration Internship	3
Total B.S. in Business Administration Entrepreneurship Degree Requirements			120

ANHEUSER-BUSCH SCHOOL OF BUSINESS DEGREE PROGRAM REQUIREMENTS

B.S. in Business Administration - Management Emphasis Program Required Courses

General Education Core Requirements				42
Business Administration Core Requirements				51
Business Administration in Management Program Courses				27
MGMT	355	Small Business Management		3
MGMT	360	Human Resource Management		3
MGMT	455	Professional Dev. of Managers		3
MGMT	475	Case Studies in Management		3
BSAD	479	Topics by Bus. Admin.		3
MGMT	495	Management Internship		3
MGMT		Electives		9
Total B.S. in Business Administration Management Emphasis Degree Requirements				120

B.S. in Business Administration Marketing Emphasis Program Required Courses

General Education Core Requirements				42
Business Administration Core Requirements				51
Business Administration in Marketing Program Courses				27
MRKT	330	Advertising		3
MRKT	370	Retail Management		3
MRKT	400	Marketing Management		3
MRKT	420	Consumer Behavior		3
MRKT	431	International Marketing		3
MRKT	474	Marketing Research		3
MRKT	495	Marketing Internship		9
MRKT		Electives		
Total B.S. in Business Administration Marketing Degree Requirements				120

B.S. in Accounting Program Core Requirements

General Education Core Requirements				42
Business Administration Core Requirements				51
Accounting Program Courses				27
ACCT	300	Federal Income Tax I-Individual		3
ACCT	301	Federal Income Tax II-Corporate		3
ACCT	310	Intermediate Accounting I		3
ACCT	320	Cost Accounting I		3
ACCT	350	Intermediate Accounting II		3

B.S. in Accounting Program Core Requirements (cont'd)

ACCT	409	Financial Statement Analysis		3
ACCT	410	Auditing		3
ACCT	479	Topics in Acct./ACCT Elective		3
ACCT	495	Accounting Internship		3
Total B.S. in Accounting Degree Requirements				120

B.S. in Finance Program Core Requirements

General Education Core Requirements				42
Business Administration Core Requirements				51
Finance Program Courses				27
ACCT	300	Federal Income Tax I-Individual		3
FIN	325	Fundamentals of Financial Planning and Insurance		3
FIN	420	Investment Finance		3
FIN	475	Capstone Project in Finance		3
FIN	495	Finance Internship		3

Finance Program Electives Select four of the following courses:

FIN	430	Estate Planning and Trust		3
FIN	435	Retirement Planning and Employee Benefits		3
FIN	450	Real Estate Finance		3
FIN	455	Applied Portfolio Management		3
FIN	460	Commercial Bank Management		3
FIN	470	International Finance		3
FIN	479	Topics in Finance		3
Total B.S. in Finance Degree Requirements				120

B.S. in Health Care Management Program Core Requirements

General Education Core Requirements				42
Business Administration Core Requirements				51
Health Care Management Courses				27
HCM	300	Health Care Systems		3
HCM	330	Administration of Health Care Organizations		3
HCM	450	Financial Management of Healthcare Institutions		3
HCM	470	Managed Health Care		3
HCM	472	Global Health Care Management		3
HCM	475	Strategic Management of Healthcare Organizations		3

B.S. in Health Care Management Program Core Requirements (cont'd)			
HCM	490	Information Technology for Health Care Executives	3
HCM	495	Health Care Mgmt. Internship	3
HCM Electives (Select one of the following):			
HCM	310	Principles of Epidemiology	3
HCM	320	Health Care Economics	3
HCM	330	Administration of Healthcare Organizations	3
HCM	400	Healthcare Law and Ethics	3
HCM	420	Healthcare Human	3
HCM	440	Healthcare Planning and Marketing	3
HCM	442	Healthcare Human Resources	3
HCM	460	Long Term Care Administration	3
HCM	474	Applied Statistical Methods in Healthcare Research	3
HCM	478	Medical Tourism Management	3
HCM	479	Topics in HCM	3
Total B.S. In Health Care Management Program Requirements			120

B.S. in Information Science and Computer Technology Program Core Requirements			
General Education Core Requirements			42
Business Administration Core Requirements			51
Technology Program Courses			27
MIS	104	Information Systems and Technology	3
MIS	342	Introduction to Operating Systems	3
MIS	207	Applied Programming(Previously Systems Programming Language I and II and Object-Oriented Programming I)	3
MIS	442	Database Management	3
MIS	375	Managing the Cloud	3
MIS Electives (Pick an Emphasis)			12
<i>Cybersecurity Emphasis</i>			
MIS	458	Information Security Fundamentals (Previously Information Systems and Security)	3
MIS	315	Introduction to Networks (Previously Introduction to Computer Networks)	3
MIS	460	Cybersecurity Operations	3
MIS		Elective	3

B.S. in Information Science and Computer Technology Program Core Requirements (cont'd)			
<i>Computer Science Emphasis</i>			
MIS	300	Applied Programming II (Previously System Programming Language II)	3
MIS	353	Data Structures	3
MIS	361	Applied Programming III (Previously System Software Development)	3
MIS		Elective	3
<i>Data Analytics Emphasis</i>			
MIS	362	Data Analytics (Previously Algorithm and Analysis)	3
MIS	356	Data Warehousing and Visualization	3
MIS	449	Analytics and Decision Analysis (Previously Decision Support and Expert Systems)	3
MIS		Elective	3
Total B.S. in Information Science and Computer Technology Program Requirements			120

B.S. in Information Science and Computer Technology: Computer Studies Emphasis Program Core Requirements			
General Education Core Requirements			42
Business Administration Core Requirements			51
Technology Program Courses			27
MIS	104	Information Systems and Technology (Previously Business Computing and Applications)	3
MIS	207	Applied Programming (Previously Systems Programming Language I and II and Object-Oriented Programming I)	3
MIS	342	Introduction to Operating Systems	3
MIS	375	Managing the Cloud	3
MIS	311	Computer Graphics	3
MIS	371	HTML Programing and Internet Webpage Design	3
MIS	442	Database Management	3
MIS	451	System Analysis and Design I	3
MIS	495	MIS Internship	3
Total B.S. in Information Science and Computer Technology - Computer Studies Emphasis Program Requirements			120

ANHEUSER-BUSCH SCHOOL OF BUSINESS DEGREE PROGRAM REQUIREMENTS

B.S. in Information Science and Computer Technology: Management Information Systems Program Core Requirements

General Education Core Requirements				42
Business Administration Core Requirements				51
Technology Program Courses				27
MIS	104	Information Systems and Technology (Previously Business Computing and Applications)	3	
MIS	207	Applied Programming(Previously Systems Programming Language I and II and Object-Oriented Programming I)	3	
MIS	342	Introduction to Operating Systems	3	
MIS	442	Database Management	3	
MIS	451	System Analysis and Design I	3	
MIS	495	MIS Internship	3	
Total B.S. in Information Science and Computer Technology - Computer Studies Emphasis Program Requirements				120

B.S. in Marketing Program Core Requirements

General Education Core Requirements				42
Business Administration Core Requirements				51
Marketing Program Courses				27
MRKT	325	Marketing Channels and Distribution	3	
MRKT	400	Marketing Management	3	
MRKT	370	Retail Management	3	
MRKT	474	Marketing Research	3	
MRKT	475	Marketing Strategy and Decision Making/MRKT Capstone	3	
MRKT	495	Marketing Internship	3	
Marketing Electives Select three (3) of the following courses:				
MRKT	330	Essentials of Advertising	3	
MRKT	335	Fashion Merchandising	3	
MRKT	340	Integrated Marketing Communication/Promotion Strategy	3	
MRKT	350	Sales Force Management	3	
MRKT	355	Internet Marketing	3	
MRKT	360	Product and Price Management	3	
MRKT	370	Retail Management	3	
MRKT	420	Consumer Behavior	3	

B.S. in Marketing Program Core Requirements (cont'd)

MRKT	431	International Marketing	3
MRKT	479	Topics in Marketing	3
Total B.S. in Marketing Degree Program Requirements			120

Certificate in Entrepreneurship (18 credit hours) Core Requirements

BSAD	302	Entrepreneurship	3
BSAD	445	Small Business Management	3
MGMT	355	Small Business Budgeting & Cash Management	3
MGMT	360	Human Resources Management	3
MRKT	370	Entrepreneurial Marketing	3
BSAD	365	Global Entrepreneurship Ventures Externship	3
Total Entrepreneurship Certificate Program Requirements			18



COLLEGE OF EDUCATION

Information contained in this section of the Bulletin is subject to change over the life of this bulletin due to modifications being made statewide in the college of education programs. Therefore, be advised that changes may be made to this bulletin's College of Education Educator Preparation Program (EPP) and Educational Studies Program requirements as necessary to conform to modifications made and approved by the Missouri Department of Elementary and Secondary Education and the Missouri State Board of Education.

BRIEF OVERVIEW

Commitment to Diversity

The College of Education at Harris-Stowe State University offers baccalaureate programs designed to enrich and enhance the academic as well as socialization experiences of its students. Toward this end, diversity pervades the curriculum, the field placements, faculty, and clinical staff. Candidates' understanding of their culture and respect and responsiveness for others is a basic premise of the College of Education.

Commitment to Technology

Faculty and candidates in the College of Education integrate technology throughout their experiences in the course and field placements. Technology is viewed as improving teaching effectiveness, enhancing instruction, and managing students and assessments while motivating students to engage in the use of technology to enhance their performance (CAEP).

Commitment to Quality Assurance

The EPP commits to a culture of assessment to ensure that candidates meet national, state, CAEP (Council for the Accreditation of Educator Preparation), and EPP standards through multiple assessments.

Operational procedures ensure that the EPP regularly assesses its overall performance.

Assessments are used to improve the learners, the learning process, and the impact completers have on students in P-12 schools.

The quality assurance systems monitor candidates, complete impact on P-12 school, and operational effectiveness.

Conceptual Framework

The Educator Preparation Program (EPP)'s conceptual framework revolves around the principle of preparing a culturally sensitive population of individuals who will adapt and perform successfully in an ever-changing technological

world. The theme undergirding this work is "Reflective Practitioners for a Diverse Society." The framework is aligned to state, national, career readiness, learning/common core, and accreditation standards and informs the EPP's mission and structure.

The College of Education believes that effective teachers are professionals who possess and exhibit competence, respect for diversity, professionalism, and reflection. The College of Education trains teachers to be Reflective Practitioners, counselors, users of technology, skilled instructors, organizers of learning, diagnostic prescribers, communicators with parents, masters of content, deliverers of content, evaluators of student progress, inclusionary strategists, managers of behavior and advocates for social justice.

The orchestration of the preparation of effective teachers is premised on Harris-Stowe State University's continuing commitment to the preparation of effective teachers and leadership for its collaborative efforts in the simultaneous renewal of teacher education and schooling. The integration of technology, research, and diversity permeates the curriculum.

Instructional approaches consistent with trends, research, and best practices in the preparation of teachers are used to develop long-established ideals and values of successful teachers. Candidates are monitored on an ongoing basis and the Education Preparation Program (EPPs) Unit's faculty members use these evaluations, along with input and feedback from the professional community, to review and modify all education programs.

DEGREE PROGRAMS

Bachelor of Science (B.S.) in Early Childhood Education

This degree program consists of a general education foundation, a professional studies component, and clinical experience. Graduates are prepared to teach young children from birth through grade three.

Bachelor of Science (B.S.) in Elementary Education

This degree program prepares its graduates to teach at the elementary school level, in grades one through six. The program also consists of a general education foundation, a professional studies component that includes content mastery, teaching methodology, and clinical experiences. Current topics in diversity and technology are included.

Bachelor of Science (B.S.) in Middle School Education

This degree program offers the following elective subject-matter options:

- Mathematics
- Science
- Social Studies

This degree program prepares its graduates to teach at the middle school level, in grades five through nine, in one of the subject-matter areas identified above. The degree program also consists of a general education foundation, a professional education component, and the student's elected subject-matter specialty. Current topics in diversity, technology, and research undergird the program.

Bachelor of Science (B.S.) in Secondary Education

The B.S. in Secondary Education degree program offers the following elective subject-matter options:

- English
- Mathematics
- Social Science
- Biology

This degree program prepares its graduates to teach at the secondary school level, in grades 9 through 12, in one of the subject-matter areas identified above. The degree program also consists of a general education foundation, a professional education component, and the student's elected subject-matter specialty. Current topics in diversity, technology, and research are included.

The Primary Goal

The goal of the Educator Preparation Programs (EPP) is to advance the preparation of highly competent classroom teachers who are fully credentialed by the state of Missouri in their respective grade-levels.

Degree Program Guidelines

The academic guidelines, upon which all of the University's education degree programs are based, are the standards set forth by the Council for the Accreditation of Educator Preparation (CAEP), under which these programs have the approval of that accrediting body. Also, Harris-Stowe's education degree programs are in full compliance with the requirements of the state of Missouri. Students must complete all assessments, including the Missouri General Education Assessment (MoGEA), the Missouri Content Assessment (MoCA), and the Missouri Educator Evaluation System (MEES).

ADMISSION REQUIREMENTS

Application for the admission to College of Education should be completed and submitted for approval online on the College of Education webpage.

NOTE: Normally, students complete the requirements for such admission on, or slightly before reaching the junior level. Thus, students may apply for admission to an education program during the latter part of their sophomore year if all criteria are met. Students are strongly urged to consult their academic Success Coach or College of Education faculty advisor to be certain of their academic status and readiness for applying for teacher education admission. Students cannot enroll in restricted courses if they have not been formally admitted to the Educator Preparation Program (EPP)/ College of Education.

The requirements for admission are as follows:

- Electronic Application for Admission (Teacher Education and Educational Studies Students)
- Successful passage of the MoGEA (Missouri General Education Assessment) or have an ACT Composite Score of 20 (Teacher Education Students only)
- Cumulative Grade Point Average of 2.75 (Teacher Education and Educational Studies Students)
- Completion of required General Education courses (Teacher Education and Educational Studies Students)

Applicants Already Possessing a Baccalaureate and Seeking Certification

Applicants who already have a baccalaureate degree that are seeking certification must:

- Apply for admission into the Accelerated Certification Track Cohort Program (ACT);
- Must have a cumulative Grade Point Average of 2.75;
- Submit transcript for review;
- Complete the program with a Cohort;
- Follow the approved Course Cycle.

The Admission Process

Once the application for admission has been submitted electronically through the College of Education webpage, the application will be reviewed to verify admission requirements have been met. The candidate will be notified of admission or denial in writing via email.

Admission to Student Teaching

The following criteria are applied in determining an applicant's eligibility for admission to student teaching. The applicant must:

- Have satisfactorily completed all requirements for admission to one of the University's education degree programs.
- Have taken and passed the Missouri Content Assessment (MoCA).

- Have a CGPA of at least 3.00 .
- Have completed all professional education courses (except courses in which presently enrolled).
- Have completed all courses in subject matter areas (except courses in which presently enrolled).
- Apply for student teaching to the College of Education's Director of Clinical Experiences, Assessment, and Certification.

Requirements for Missouri Teacher Certification

Completion of all course/program requirements including:

- MoGEA passed or have an ACT Composite Score of 20 before admission to the College of Education
- Cumulative Grade Point Average of 3.0 or higher
- 120-course credits specified for each major
- MoCA passed before Student Teaching
- MEES during Student Teaching
- Exit Competency met (Missouri Content Assessment (MoCA) score required before student teaching)

Requirements for Degree Conferral

The requirements for degree conferral at Harris-Stowe State University are as follows:

- Minimum Credit Hours: 120, depending on the degree program.
- Minimum Cumulative Grade Point Average (CGPA): 3.00 on a 4.0 scale
- A DESE (Department of Elementary and Secondary Education) cumulative GPA of at least 2.75.
- Minimum Final Grade in all professional components of the degree program. Middle School and Secondary Education majors must have earned a grade of "B" or higher in subject matter areas of specialization.
- Missouri Content Assessment (MoCA) score in the appropriate examination area. This passing score must be obtained to participate in commencement, graduation, receipt of the B.S. Degree, or recommendation for certification.

B.S. IN EDUCATIONAL STUDIES

The Educational Studies Program engages students in the investigation of educational theory, policy, research, and practice from a variety of disciplinary perspectives. This degree program encourages students to think critically and creatively about the processes of teaching and learning, psychology, human development progress, and about the place of education in society. Students also study practical applications such as technology in the classroom and curriculum development. The Educational Studies degree program prepares individuals to work in the areas of educational research or policy and to do graduate study in

Education or a related field.

The College of Education Educational Studies Program is committed to preparing professionals to meet the needs of all learners in an era of rapidly increasing ethnic, racial, and linguistic diversity and technological change. Individuals who earn a degree in Educational Studies may become counselors or school psychologists, work in non-profits and policy agencies, or complete doctorates in education, sociology, anthropology, psychology, English, linguistics, and other fields. Graduates also may find rewarding careers in social sciences, law, educational services, workforce development and training, advocacy, and mediation.

Note: This degree does not lead to teacher certification.

Individuals with a Bachelor of Science Degree in Educational Studies who become interested in a career as a Pre-K – 12 classroom teachers must meet all State and College of Education requirements.

Admission Requirements

Application for the admission to College of Education should be completed and submitted for approval online on the College of Education webpage.

Note: Normally, students complete the requirements for such admission on, or slightly before reaching the junior level. Thus, students may apply for admission to an education program during the latter part of their sophomore year if all criteria are met. Students are strongly urged to consult their academic advisor or College of Education faculty advisor to be certain of their academic status and readiness for applying for teacher education admission. Students cannot enroll in restricted courses if they have not been formally admitted to the Educator Preparation Program (EPP)/ College of Education.

The requirements for admission into the Educational Studies program is as follows:

- Electronic Application for Admission
- Cumulative Grade Point Average of 2.75
- Completion of required General Education courses

The Admission Process

Once the application for admission has been submitted electronically through the College of Education webpage; the application will be reviewed to verify admission requirements have been met. The candidate will be notified of admission or denial in writing via email.

Requirements for Degree Conferral

- Minimum Credit Hours: 120, depending on the degree program
- Minimum Cumulative Grade Point Average (CGPA): 3.0 on a 4.0 scale
- Complete the last 30 semester credits hours of course work at Harris-Stowe State University.

COLLEGE OF EDUCATION DEGREE PROGRAM REQUIREMENTS

***Please Note:** Dependent upon degree and area of concentration, some courses may not be counted if previous credit for the course(s) have been received. Course credit will be counted once.

The appropriate number of electives must be added to each program to ensure that the minimum 120 credit hours are met upon verification that all other course requirements have been satisfactorily completed. Admission to the College of Education is required for all certification programs and Educational Studies.

Early Childhood Education Program Requirements			
The following courses must be completed:			
General Education Core Requirements			
EDUC0120 should be taken as the General Education Mathematics requirement		44-46	
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
PED	266	Health and Wellness	3
BIO/ PHSC/ CHEM/ PHYS		Lab (Not taken as part of General Education Requirement)	2
Pick 1 of the following			
SOC	100	Introduction to Sociology	3
GEOG	200	Principles of Geography	3
Required			
MATH	121	Structures of Mathematical Systems II	3
Total Program Requirements (11 credits or less depending on General Education Requirements)			11

Early Childhood Education Core Requirements			
(Note: Grade of B or higher required in each course.)			
EDUC	201	Foundations of Education (10 Clinical Hours Required (A College of Education requirement designed to give students early access and exposure to the school setting))	3
EDUC	223	Computers and Instructional Technology	3
EDUC	305	Utilizing Family and Community Resources	3
EDUC	307	Music, Art, Movement, Drama, Play	3

Early Childhood Education Core Requirements (cont'd)			
EDUC	308	Health, Nutrition and Safety	3
EDUC	309	Emergent Literacy and Language Acquisition	3
EDUC	311	Early Childhood Principles and Professionalism	3
EDUC	312	Infants and Toddlers: Curriculum Teaching and Learning 15 Clinical Hours practicum (Changed from 30 hours)	3
EDUC	314	Communication and Guidance Strategies in ECE	3
EDUC	318	Human Relations and Cultural Diversity	3
EDUC	321	Teaching Reading and Writing Concurrent enrollment in EDU 339 and EDUC 342 no longer site based	2
EDUC	339	Teaching Children's Literature. Concurrent enrollment in 321 and EDUC 342 required.	2
EDUC	342	Methods of Teaching Language Arts Concurrent enrollment in EDU 321 and EDUC 339 required.	2
EDUC	413	Assessment of Young Children	3
EDUC	414	Promoting Math and Science Readiness in ECE	3
EDUC	415	Science and Social Studies in ECE	2
EDUC	416	Family Involvement/Parents as Teachers	3
PSY	310	Child Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	402	Supervised Student Teaching	12
Total Early Childhood Education Degree Requirements			120*

*Please refer to your program curriculum sheet

Elementary Education Program Requirements			
The following courses must be completed:			
General Education Core Requirements			44-46
Elementary Education Core Requirements Grade of B-or higher required in each course			
EDUC	201	Foundations of Education	2
EDUC	210	Introduction to Field Experience	2
EDUC	223	Computers and Instructional Technology	3
EDUC	321	Teaching Reading and Writing Concurrent enrollment in EDUC 339 and EDUC 342 is required.	2
EDUC	326	Reading Correction and Remediation Concurrent enrollment in EDUC 0347A and EDUC 368 II is required.	2
EDUC	339	Teaching Children’s Literature Concurrent enrollment in EDUC 321 and EDUC 342 is required.	2
EDUC	342	Methods of Teaching Language Arts Concurrent enrollment in EDUC 321 and EDUC 339 is required. Penmanship competency requirement must be met in this course.	2
EDUC	347A	Elementary Content Area 2 Reading Concurrent enrollment in EDUC 326 and EDUC 368 II is required.	2
EDUC	349	Methods of Teaching Elementary and Middle School Science Concurrent enrollment in EDUC 378, EDUC 410 and EDUC 368 I is required	2
EDUC	368 I	Interdisciplinary Pre-Student Teaching Practicum Concurrent enrollment in EDUC 349, EDUC 378 and EDUC 410 is required	2
EDUC	368 II	Literacy Area Pre-Student Teaching Concurrent enrollment in EDUC 326 and EDUC 347A is required	2
EDUC	376	Art Methods	3

Elementary Education Program Requirements (cont’d)			
EDUC	377	Music Methods	3
EDUC	378	Social Studies Methods Concurrent enrollment in EDUC 349, EDUC 410 and EDUC 368 I is required	3
EDUC	380	Physical Education Methods	3
EDUC	401A	Elementary Classroom Organization and Management	3
EDUC	410	Methods for Teaching Mathematics Concurrent enrollment in EDUC 349, EDUC 378 and EDUC 368 I is required	2
PSY	305	Educational Psychology	3
PSY	310	Child Psychology	3
SPE	312	Psychology/Education of the Exceptional Child	3
EDUC	339	Teaching Children’s Literature. Concurrent enrollment in 321 and EDUC 342 required.	2
EDUC	342	Methods of Teaching Language Arts Concurrent enrollment in EDU 321 and EDUC 339 required.	2
EDUC	413	Assessment of Young Children	3
EDUC	414	Promoting Math and Science Readiness in ECE	3
EDUC	415	Science and Social Studies in ECE	2
EDUC	416	Family Involvement/Parents as Teachers	3
PSY	310	Child Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	402III	Supervised Student Teaching III	12
Total Elementary Education Core Requirements			73
Total Elementary Education Degree Program Requirements			120*

*Please refer to your program curriculum sheet

COLLEGE OF EDUCATION DEGREE PROGRAM REQUIREMENTS

Middle School Education Program Requirements - Mathematics

The following courses must be completed:

General Education Core Requirements	44-46
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Middle School Education Core Requirements- Mathematics Grade of "B-" or higher is required in each course.

EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	345	Teaching Reading and Writing in Middle School	2
EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3
EDUC	351	Methods of Teaching/Secondary Mathematics: Application	2
EDUC	359 I	Methods of Teaching Middle School Mathematics: Content	2

Total Middle School Education Core Requirement	40
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Mathematics Subject Area Electives. The grade of "B" or higher is required in all subject-area courses.

MATH	140	Trigonometry	3
MATH	150	Introduction to Probability and Statistics	3
MATH	160	Concepts of Geometry	3
MATH	170	Calculus and Analytical Geometry	5
MATH	201	Discrete Mathematics	3

Any MATH 2XX or MATH 3XX or MATH 4XX not previously used	8
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Total Mathematics Subject Area Credits	25
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Total Middle School Education Degree Requirements - Mathematics Subject Area	120
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Middle School Education Program Requirements- Natural Science

The following courses must be completed:

General Education Core Requirements	44-46
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PED	266	Health and Wellness	3
BIO/ PHSC/ CHEM/ PHYS		Lab (Not taken as part of General Education Requirement)	2
MATH	120	Structures of Mathematical Systems	3
EDUC	214	Principles of Economics	3

Total Program Requirements (11 credits or less depending on General Education Requirements)	11
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Natural Science. Grade of "B-" or higher required in each course.

EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	345	Teaching Reading and Writing in Middle School	2
EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3
EDUC	349	Methods of Teaching Elementary and Middle School Science Concurrent enrollment in EDUC 0368 I is required.	2
EDUC	368 I	Interdisciplinary Pre-Student Teaching Practicum	2
PSY	305	Educational Psychology	3
PSY	311	Adolescent Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12

Total Middle School Education Core Requirements	40
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Middle School Education Program Requirements – Natural Science (cont'd)			
Natural Science Subject Area/Electives Required. The grade of B or higher is required in all subject area courses.			
CHEM	255	Chemistry Lecture	3
CHEM	256	Chemistry Lab	1
PHY	251	Physics Lecture	3
PHY	252	Physics Lab	1
PHSC	151	Physical Science Lecture	3
PHSC	152	Physical Science Lab	1
<i>Above may not be repeated here if previously used.</i>			
GEOL	250 I	General Geology May not be repeated here if previously used	3
Choose 1 of the following			
MET	250	Introduction to Meteorology May not be repeated here if previously used	3
BIO	303	Ecology	3
Choose			
Any BIO/CHEM/PHY 2XX or BIO/CHEM/ PHY 3XX or BIO 4XX			3
Total Middle School Education Degree Requirements - Natural Science Subject Area			120

Middle School Education Program Requirements – Social Science			
The following courses must be completed:			
General Education Core Requirements			44-46
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
PED	266	Health and Wellness	3
BIO/ PHSC/ CHEM/ PHYS		Lab (Not taken as part of General Education Requirement)	2
MATH	120	Structures of Mathematical Systems	3
EDUC	214	Principles of Economics	3
Total Program Requirements (11 credits or less depending on General Education Requirements)			11

Middle School Education Core Requirements – Social Science (cont'd)			
The grade of B or higher is required in each course.			
EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	345	Teaching Reading and Writing in the Middle School	2
EDUC	347B	Middle and Secondary Content Area Reading	3
EDUC	352	Methods of Teaching Middle and Secondary Social Science: Content	2
EDUC	353	Methods of Teaching Middle and Secondary Social Science: Methodological Content Application	2
PSY	305	Educational Psychology	3
PSY	311	Adolescent Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
Program Admission Not Required			
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12
Total Middle School Education Core Requirements			40

COLLEGE OF EDUCATION DEGREE PROGRAM REQUIREMENTS

Middle School Education Core Requirements – Social Science (cont'd)

Social Science Subject Area Electives. The grade of "B" or higher is required in all subject-area courses.

SOC	100	Intro to Sociology	3
PSY	100	General Psychology	3
GEOG	325	Urban Geography	3
HIST	213	World History I	3

Choose 1

HIST	300	History of the American City	3
HIST	302	History of Women's Movements in American Society	3
HIST	382	History of Social Movements in the U.S	3

Required

HIST	402	Modern World History	3
HIST	405	History of Africa	3
HIST	406	History of China and the Far East	3

HIST/ECON/POSC/SOC 2XX or HIST/ECON/ POSC/ SOC 3XX or HIST/ECON/POSC/SOC 4XX
(May not be repeated here if used.)

Total Social Science Subject Area Credits 25

Total Middle School Education Degree Requirements - Social Science Subject Area 120

Secondary Education Program Requirements – English

The following courses must be completed:

General Education Core Requirements 44-46

Institutional Requirements (pick 1 of the following) 1

HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1

Institutional Requirements

LANG	100	Basic Conversational Foreign	1
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Total Institutional Credit Requirements 2

PED	266	Health and Wellness	3
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Secondary Education Core Requirements- English. Grade of "B-" or higher is required in each course.

EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4

Secondary Education Program Requirements – English (cont'd)

EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3
EDUC	356	Methods of Teaching	2
EDUC	357	Methods of Teaching Secondary English Methodological Content Applications	2
PSY	311	Adolescent Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12
EDUC	491	Topics in Education	1

Total Secondary Education Core Requirements 37

Secondary Education English Subject Area Grade of "B" or higher is required in each course.

ENG	311	Themes and Topics in British Literature	3
ENG	317	Mythology	3
ENG	318	Literature for Adolescents	3
ENG	323	Themes and Topics in America	3
ENG	325	Multicultural Survey Literate of The United States	3

Choose 1 of the following

ENG	326I	Major British Authors I: Beginnings to 1978	3
ENG	326	Major British Authors 1798 to the Present	3

Required

ENG	330	Advanced Composition	3
ENG	336	Modern Grammar	3
ENG	337	History of the English Language	3
ENG	340	Writing Internship	3
ENG	341	Great Plays	3
ENG	351	World Literature	3

Total English Subject Area Credits 36

Total Secondary Education Degree Program Requirements 120

Secondary Education Program Requirements – Mathematics			
The following courses must be completed:			
General Education Core Requirements			44-46
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
PED	266	Health and Wellness	3
Secondary Education Core Requirements- Mathematics. Grade of “B” or higher is required in each course.			
EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3
EDUC	351	Methods of Teaching Middle/ Secondary School Mathematics: Content Applications	2
EDUC	365 I	Methods of Teaching Secondary Secondary School Mathematics: Content	2
PSY	311	Adolescent Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12
Total Secondary Education Core Requirements Mathematics			35

Secondary Education Program Requirements – Mathematics (cont'd)			
Secondary Education Mathematics Subject Area Grade of “B” or higher is required in each course.			
MATH	140	Trigonometry	3
MATH	150	Probability and Statistics	3
MATH	170	Calculus and Analytical Geometry I	5
MATH	201	Discrete Mathematics	3
MATH	241	Calculus and Analytical Geometry II	5
CSC	2XX	Programming Language	3
MATH	160	Concepts of Geometry	3
MATH	242	Calculus and Analytical Geometry III	5
MATH	320	Introduction to Modern Algebra	3
MATH	3XX/ 4XX	Mathematics Electives	2
Total Mathematics Subject Area Credits			38
Total Secondary Education Degree Program Requirements			121

Secondary Education Program Requirements – Social Science			
The following courses must be completed:			
General Education Core Requirements			44-46
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
PED	266	Health and Wellness	3
Secondary Education Core Requirements- Social Science. Grade of “B” or higher is required in each course.			
EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3

COLLEGE OF EDUCATION DEGREE PROGRAM REQUIREMENTS

Secondary Education Program Requirements – Social Science (cont'd)			
EDUC	352	Methods of Teaching Middle and Secondary Social Science Content	2
EDUC	353I	Methods of Teaching Middle and Secondary Social Science: Methodological Content Applications	2
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12
Total Secondary Education Core Requirements Mathematics			32
Secondary Education Social Science Subject Area Grade of "B" or higher is required in each course.			
Choose 1			
HIST	143	U.S. History I (May not be repeated here if previously used.)	3
HIST	144	U.S. History II (May not be repeated here if previously used.)	3
Required			
HIST	213	World History I	5
HIST	214	World History II	3
Choose 1			
HIST	300	History of the American City	3
HIST	301	Multicultural History of the U.S	3
HIST	302	History of Women's Movements in American Society	5
HIST	382	History of Social Movements in the U.S	3
HIST	405	History of Africa	3
HIST	406	History of China and the Far East	3
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
GEOG	200	Principles of Geography	3
GEOG	325	Urban Geography	3

Secondary Education Program Requirements – Social Science (cont'd)			
POSC	391	Urban Politics and Public Policy (May not be repeated here if previously used.)	3
Choose 1			
HIST	3XX/ 4XX		3
POSC	3XX/ 4XX		3
SOC	3XX/ 4XX		3
Total Social Science Subject Area Credits			41
Total Secondary Education Degree Program Requirements			120

Secondary Education Program Requirements – Unified Science: Biology			
The following courses must be completed:			
General Education Core Requirements			44-46
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
PED	266	Health and Wellness	3
Secondary Education Core Requirements- Unified Science. Grade of "B" or higher is required in each course.			
EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	347B	Middle and Secondary Content Area Reading (Penmanship competency requirements must be met in this course.)	3
EDUC	354	Methods of Teaching Secondary School Secondary Biology: Content	2
EDUC	355	Methods of Teaching Secondary School Biology: Content Applications	2

Secondary Education Program Requirements – Unified Science: Biology (cont'd)			
PSY	312	Psychology/Education of the Exceptional Child	3
EDUC	401B	Classroom Organization and Management for Middle and Secondary Education	3
EDUC	402III	Supervised Student Teaching	12
Total Secondary Education Core Requirements Mathematics			32
Secondary Education Unified Science Subject Area Grade of “B” or higher is required in each course.2			
BIO	153	Biology Survey II Lecture	3
BIO	154	Biology Survey II Lab	2
BIO	200	Botany	3
BIO	201	Plants and People	3
BIO	202	Principle of Cell Biology	3
BIO	210	Invertebrate Zoology	3
BIO	240	Science and Technology	3
BIO	303	Ecology	3
BIO	305	Evolution	3
BIO	310 I	Human Anatomy and Physiology Lecture	3
BIO	312	Introduction to Microbiology	3
BIO	313	Environmental Science	3
BIO	319	Human Anatomy and Physiology Lab	2
BIO	414	Genetics	3
CHEM	255	General Chemistry Lecture	3
CHEM	256	General Chemistry Lab	2
CHEM	257	General Chemistry II Lecture	3
CHEM	258	General Chemistry II Lab	2
GEOL	250 I	General Geology	3
MET	250	Introduction to Meteorology	3
PHY	251	General Physics: Mechanics (Lecture)	3
PHY	252	General Physics: Mechanics Lab (This course counted in the general education credits)	2
Total Biology Subject Area Credits			58
Total Secondary Education Degree Program Requirements			137

Educational Studies Program Requirements			
Educational Studies Core Requirements			
EDUC	201	Foundations of Education	3
EDUC	223	Computers and Instructional Technology	3
RM	300	Research Methods	3
RM	432	Grant Writing and Administration	3
Total Educational Studies Core Requirements			12
Educational Studies Area Requirements			
EDUC	212	Introduction to Multicultural Education	3
ECO	214	Principles of Economics	3
EDUC	222	Exploring the Inner City	3
EDUC	301	Counseling for the Exceptional Child and Family	3
EDUC	305	Utilizing Family and Community Resources	3
EDUC	318	Human Relations and Cultural Diversity in Teaching and Learning	3
EDUC	491	Topics in Education	1-3
PSY	302	Abnormal Psychology	3
PSY	305	Educational Psychology	3
PSY	307	Humanistic Psychology	3
PSY	310	Child Psychology	3
PSY	311	Adolescent Psychology	3
PSY	312	Psychology/Education of the Exceptional Child	3
PSY	319	Behavior Management	3
PSY	320	Psychology of Personality	3
URST	480	Urban Studies Internship	3
PED or PSY 2XXX, or 3XXX, or 4XXX			13
Total Educational Studies Program Requirements			60
Total Secondary Education Degree Program Requirements			120

*Please refer to your program curriculum sheet

*Please refer to your program curriculum sheet

COLLEGE OF ARTS & SCIENCES

BRIEF OVERVIEW

The College of Arts and Sciences is twofold: (1) to train and educate graduates who will demonstrate effective written and oral communication skills and can think critically and make decisions for the common good, (2) to produce graduates who are equipped with strong academic and practical knowledge to pursue careers in mathematics, life science, law enforcement, government, education, and business.

The College of Arts and Sciences also provides course offerings in general education. In this role, the college is the gateway to all degree programs at the University. Also, the College of Arts and Sciences, in collaboration with the College of Education, provides course offerings in many areas of content knowledge concentrations, including fine art, computer education/instructional technology, English, mathematics, music and natural sciences, leading to Bachelor of Science degrees in Early Childhood, Elementary School, Middle School, and Secondary School Education.

DEGREE PROGRAMS

The College of Arts and Sciences offers Bachelor of Science degrees in Biology, Criminal Justice, Mathematics, General Studies, Political Science, Sociology, Psychology, Communications, Sustainability and Urban Ecology, History, and Urban Affairs. The curriculum for each of these degree programs includes general education courses, professional courses, and internships (where applicable) in a student's area of interest.

B.S. in Biology

The goal of the Bachelor of Science degree in Biology is to provide students with a broad educational grounding in the biological sciences, allowing them to enter careers in biotechnology, health, medical, and science fields.

Harris-Stowe biology majors are eligible for several special collaborative professional programs, including with University of Health Sciences and Pharmacy in St. Louis, Goldfarb School of Nursing at Barnes-Jewish College in St. Louis, the Program in Occupational Therapy at Washington University School of Medicine in St. Louis, Purina-Mizzou, National Geospatial-Intelligence Agency, and Kansas City University of Medicine and Biosciences. These programs require special coursework after the freshman year and the requirements are subject to change - please see advisors for more details. Students interested in these programs should register as Biology (special program/or no concentration), not as Biology with a Pre-medicine concentration.

B.S. in Communication Studies

The study of B.S. in Communication Studies is directly related to the recognition that technology, mass media, and new media are synonymous with cities and suburbia. More specifically, Communication Studies focuses on how media technology has altered how knowledge is transmitted and exchanged. Furthermore, much as the 20th century is tied to the development of modern highways and infrastructure, the 21st century will be defined by broadband access, communication networks and public policy that take into account technological needs, practices and culture. The Communication Studies major explores human communication in a variety of contexts, including interpersonal, public, mediated, and cross-cultural settings, and examines the social influence of language and media. Students investigate a variety of communication practices with learning experiences in theory, history, criticism, application, and performance.

B.S. in Criminal Justice

This degree provides students with the information and skills needed for entry-level employment in a variety of public and private agencies that are related to juvenile justice and policing. Also, this degree program prepares students to continue their education in graduate school or law school. The areas of concentration in the program include juvenile justice, policing, and a general degree in criminal justice.

B.A. in General Studies

This degree provides students whose career goals call for a General Studies background the opportunity to select from a discipline that addresses the student's expected career needs in terms of content knowledge and skills. Students may choose from a discipline to develop a unique course of study which is tailored to their interests and specific career and educational goals.

B.A. in History

History is the study human past as constructed using information gathered from human artifacts, writings, and spoken traditions. Students of History build historical knowledge by gathering information and interpreting it within its historical context. They learn to appreciate the diversity of human experience across time and place, trace continuity and change over time, and use evidence to construct arguments. The study of History requires that students use empathy to understand past experiences very different from their own. It trains students to become more effective communicators, and they learn to craft historical narratives that make the past accessible to diverse audiences.

B.S. in Mathematics

The B.S. degree program in Mathematics is designed to provide students with a substantial grounding in the theory and applications of mathematics, providing them with the breadth and depth necessary to pursue careers in areas such as actuarial science, insurance, financial investment, computer science, statistics, as well as a wide variety of other industrial and government employment. Graduates may also proceed to graduate school to earn higher degrees that will qualify them to seek careers in academia. In our increasingly technological society, persons with quantitative ability and training are in high demand. The program has significant built-in flexibility to allow students to focus their coursework on their desired field of interest.

B.S. in Political Science

The degree in Political Science is specifically designed to educate students in the functioning of society and its institutions with concentrations in Urban Politics, Public Policy and Administration, and International Relations. The concentration in Urban Politics provides opportunities to closely study the structure of local government and issues of power and politics. Furthermore, a concentration in Public Policy Administration will provide training for any student who wishes to pursue a career in municipal politics or policy research and analysis. Finally, the concentration in International Relations will allow students to develop an understanding of how the politics of states and economies intersect and collide between competing interests and institutions in a globalized world.

B.A. in Psychology

The goal of the B.A. degree in Psychology is to provide students a broad overview of the field, an introduction to scientific methodology and core concepts, a history of the field, as well as possible specialization areas. Graduates will be prepared to proceed to graduate studies in psychology or work at the undergraduate level in support or non-clinical roles. The American Psychological Association lays out five distinct fundamental learning goals for the undergraduate in psychology major, which we follow at Harris-Stowe State University. These are: Knowledge Base in Psychology, Scientific Inquiry and Critical Thinking, Ethical and Social Responsibility in a Diverse World, and Professional Development.

B.S. in Sociology

Sociology is the study of people in groups. The sociological perspective is crucial for working in today's multiethnic and multinational business environment. The sociology major at Harris-Stowe State University provides an opportunity for students to gain valuable insights and explore social factors such as race, ethnicity, gender, age, education, and social class that affect work and how organizations operate. Students can select one of three program areas of emphasis: Law, Justice, and Society; Urban Sociology; Social Justice

B.S. in Sustainability and Urban Ecology

The goal of the Bachelor of Science degree in Sustainability and Urban Ecology (SUE) is to provide students the knowledge, tools, and skills in the contemporary and growing field of sustainability and urban ecology, allowing them to enter careers in environmental or green jobs, as well as to pursue graduate studies in the field or related technical fields. The students must choose one of three areas of concentration: Science (biology-chemistry), Urban Agriculture, or Computational and Physical Science. Graduates can pursue further studies in environmental science, horticulture ecology, botany, wildlife management, nutrition, environmental technology, statistics, sustainability, etc. Additionally, students will acquire computational and/or statistical skills through the program that will prepare them for technical jobs involving data analysis.

B.S. in Urban Affairs

This program provides both course work and experiences that will enable students to conduct research, gather and analyze data, and use the results to find solutions to various problems that face urban communities. The concentrations in public administration and urban studies are ideal for students who wish to study urban life as well as those who wish to find careers in the urban arena.

ADMISSION REQUIREMENTS

Applicants for admission to any of the degree programs listed above must:

- Have completed a minimum of 42 semester credit hours which comprise the University's general education curriculum or its acceptable equivalent.
- Be in good academic standing, have a cumulative grade point average (CGPA) of at least 2.0 on a 4.0 scale for all courses to be counted toward the degree. This grade point average is based upon all credits counted toward the degree earned at Harris-Stowe or another accredited institution and transferred to Harris-Stowe.

In addition to meeting all the above requirements, students majoring in General Studies Program must have their program of study plan approved by the faculty of the Department of Social and Behavioral Sciences.

REQUIREMENTS FOR DEGREE CONFERRAL

To be conferred the Bachelor of Science degree, a candidate must:

- Have completed a minimum of 120 semester credit hours in a specified degree program.
- Have a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.

- Achieve a minimum grade of "C" in all professional courses of the degree program; • Complete the last 30 semester credit hours of course work at Harris-Stowe State University.
- Pass the senior exit assessment.

B.S. IN BIOLOGY AND CERTIFICATE IN VETERINARY SCIENCE

Program Requirements Department of Biological Sciences

The College of Arts and Sciences, through its Department of Biological Sciences, currently offers the following baccalaureate degree programs and certificates:

- B.S. in Biology, Biology with minor in Pre-Medicine, and Biology with minor in Urban Ecology
- Also, the Department of Biological Sciences offers a Certificate in Veterinary Medicine.

Admission Requirements for the B.S. Degree in Biology

The goal of the Bachelor of Science degree in Biology is to provide students with a broad educational grounding in the biological sciences, allowing them to enter careers in biotechnology, health, and science fields. Students should note that competitive postbaccalaureate programs such as Nursing, Pharmacy, Dentistry, or Medical or Veterinary School require a minimum GPA of 3.0 to 3.5.

Harris-Stowe biology majors are eligible for several special collaborative professional programs, including with University of Health Sciences and Pharmacy in St. Louis, Goldfarb School of Nursing at Barnes-Jewish College in St. Louis, Occupational Therapy Program at Washington University School of Medicine in St. Louis, Purina-Mizzou Veterinary Medicine, National Geospatial-Intelligence Agency, and Kansas City University of Medicine and Biosciences. These programs require special coursework after the freshman year and the requirements are subject to change - please see advisors for more details. Students interested in these programs should register as Biology (special program/or no concentration), not as Biology with a Pre-medicine concentration.

Requirements of the B.S. Degree in Biology:

- A minimum of 120 semester credit hours is required for all concentration options.
- A minimum of 60 semester credit hours must be earned at an accredited four-year institution.
- The last 30 semester credit hours counted toward the degree must be earned at HSSU.
- Students must have a grade of "C" or better in each required program course completed as well as a cumulative GPA of at least 2.0 to continue and graduate.
- All candidates for the B.S. in Biology degree must take a biology proficiency assessment in the senior year.

Admission Requirements to Degree Programs

Students may be admitted to the B.S. degree in Biology program upon successful completion of the pre-admission requirements with a grade of "C" or better in each pre-admission course. A cumulative GPA of 2.0 is required. Students who choose the concentration in Pre-medicine must earn a grade of "B" or better in each pre-admission course (grades of "B" thereafter in other program courses). Students should have completed all pre-admission requirements before taking 300- or 400- level biology courses.

Candidates for B.S. degree in Biology must fulfill the following program requirements:

Pre-Admission Requirements: 22 semester credit hours, but 15 hours of these satisfy General Education requirements; therefore, pre-admission courses will add 7 additional semester credit hours toward the minimum total of 120 required.

To satisfy the 120-hr. requirement for the B.S. degree, 36 additional semester credit hours are required. Depending on the concentration (or no concentration), some courses are required, others are electives. The student pursuing a Biology degree with no concentration has the greatest flexibility in choosing program electives.

Biology (With No Concentration). Students on the Biology degree track without specialties must select 36 hours of electives, including at least 12 hours of BIO electives including one lab course, at least 8 hours of other STEM electives from the lists below, and any free electives needed to complete the 120-hr. requirement.

Other STEM Electives. (Choose at least 8 hrs.) Labs and corresponding lecture courses should be taken together, except by departmental approval.

Free Electives. (16 hrs.)

Students may take free electives (any courses) to complete the 120-unit graduation requirement, usually 16 credit hours.

B.S. in Biology and Certificate in Veterinary Science			
General Education Requirements			42
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
Pre-Admission Requirements			22
BIO	120	Applications of Biotechnology	1
BIO	151	Biology Survey Lecture	3
Note: BIO 0141 may be substituted for BIO 0151 with a grade of B or better and departmental permission.			
BIO	152	Biology Survey Lab	2
BIO	153	Biology Survey II Lecture	3
BIO	154	Biology Survey II Lab	2
CHEM	255	General Chemistry I	3
CHEM	256	General Chemistry I Lab	3
ENG	110 I	English Composition I	3
Choose 1			
Note: Pre-med students should take MATH 0165 if possible (or 0170), instead of MATH 0135 to satisfy their pre-admission math requirement, which also satisfies a general education requirement.			
MATH	135	College Algebra,	3
MATH	165	Precalculus	3
MATH	170	Calculus and Analytic Geometry	5
Required Core Courses			33
Required for the Biology degree for all concentrations or no concentration.			
BIO	202	Principles of Cell Biology	3
BIO	303	Ecology	3
BIO	305	Evolution	3
BIO	403	Senior Seminar in Biology	3
BIO	414	Genetics	3
CHEM	257	General Chemistry II	3
CHEM	258	General Chemistry II Lab	2
Choose 1			
CSC	1XX	Any 100-level CSC course	3
CSC	2XX	Any 100-level CSC course	3

B.S. in Biology and Certificate in Veterinary Science (cont'd)			
Required			
MATH	250	Data Analysis and Statistics	3
MATH	255	Introductory Statistics Lab	1
MATH	301	Biostatistics	2
Choose 1			
PHY	251	General Physics: Mechanics	3
PHY	253	General Physics: Mechanics-Calculus- Based	3
Additionally Required Courses & Electives			36
No Concentration: Biology Electives			
(Choose at least 12 hrs. of additional BIO courses, including one lab. At least 9 credits must be taken at the 300-level or higher.) Labs and corresponding lecture courses should be taken together, except by departmental permission or program requirement. Courses taken as core requirements may not also be used as electives.			
BIO	200	Botany	3
BIO	201	Plants & People	3
BIO	203	Nutrition	3
BIO	206	Cell and Molecular Biology Lab	2
BIO	208	Introduction to Healthcare Careers	1
BIO	209	Vertebrate Zoology	3
BIO	210	Invertebrate Zoology	3
BIO	211	Field Work Sustainable Agriculture	3
BIO	213	Greenhouse Management	3
BIO	214	Diagnosing & Treating Disease in Urban Agriculture	3
BIO	217	Principles of Horticulture	3
BIO	224	Ornithology	3
BIO	230	Local Flora	2
BIO	240	Science and Technology	3
BIO	246	Medical Terminology	3
BIO	301	Human Parasitology	3
BIO	308	Behavioral Neuroscience	5
BIO	309	Endocrinology	3
BIO	309L	Endocrinology Lab	2
BIO	310 I	Human Anatomy and Physiology I	3
BIO	310 II	Human Anatomy and Physiology II	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.S. in Biology and Certificate in Veterinary Science (cont'd)

No Concentration: Biology Electives (cont'd)

BIO	311	Ecology Lab	2
BIO	312	Introduction to Microbiology	
BIO	313	Environmental Science	
BIO	316	Urban Ecosystems (Lecture)	
BIO	317	Urban Ecosystems Lab	2
BIO	318	Urban Health Scienc	3
BIO	319	Human Anatomy and Physiology I Lab	2
BIO	321	Human Anatomy and Physiology II Lab	2
BIO	322	Kinesiology	3
BIO	323	Ecological Economics (requires ECON or EDU pre-red)	3
BIO	324	Environmental Policy	3
BIO	332	Microbiology Laboratory	2
BIO	337	Horticulture	3
BIO	340	Immunology	3
BIO	402	Conservation Biology	3
BIO	415	Genetics Lab	2
BIO	432	Developmental Biology (Lecture)	3
BIO	433	Developmental Biology (Lab)	2
BIO	471	Independent Research in Biology	5
BIO	490	Topics in Biology	1-3
BIO	495	Internship in Biology	3
CHEM	260 I	Organic Chemistry I	5
CHEM	260 II	Organic Chemistry II	5
CHEM	270	Biochemistry	3
CHEM	301	Environmental Chemistry	3
CSC	1XX	Any 200-level Math course	3
CSC	2XX	Any 300-level Math course	3
GEOL	250 I	General Geology I	3
Choose 1			
MATH	170	Calculus and Analytic Geometry I	5
BSAD	203	Business Calculus	5

B.S. in Biology and Certificate in Veterinary Science (cont'd)

Electives

MATH	2XX	Any 200-level Math course	3-5
MATH	3XX	Any 300-level Math course	3-5
MATH	4XX	Any 400-level Math course	1-4
MET	250	Introduction to Meteorology	3
PHY	2XX	Any 200-level Physics course	2-3
PHY	2XX	Any 300-level Physics course	2-3
RM	301	Research Methods & Statistics	3
RM	302	Research Design & Statistical Methods	3

B.S. IN BIOLOGY PARTNERSHIPS WITH GOLDFARB SCHOOL OF NURSING

Enrollment Requirements

Students who participate in the program must follow a prescribed curriculum for completion of the degree from HSSU and Goldfarb School of Nursing (GSON). Interested students must first complete 30 credit hours and submit the HSSU Academic Partnership Program Application to Academic Affairs no later than May 1. Additionally, students must meet the minimum enrolment requirements listed below:

- Hold a cumulative GPA of 3.0 at HSSU at the time of application;
- Enrolled at HSSU as a STEM major in Biology;
- Currently hold both Good Academic Status and Good Disciplinary Status with HSSU;
- No course grades below a C- earned in prerequisite courses; and
- Complete a minimum of 54 credit hours in the nursing program prerequisites. See Course Requirements section.

Enrollment Process

To apply for admissions in this academic partnership program, HSSU students must:

- Have already submitted the HSSU Academic Partnership Program Application and been approved by Academic Affairs to apply for admissions
- Submit, by the deadline of January 15, a GSON admissions application and supporting documents including:
 - official transcript
 - signed FERPA Waiver to GSON

Students must maintain a 3.0 or above GPA throughout the duration of the program

B.S. in Biology Goldfarb School of Nursing Partnership - Course Map

The course map, provided below, lists complete details of prerequisite courses students must complete prior to enrolling at Goldfarb School of Nursing.

Required Pre-requisites

Barnes-Jewish College Prerequisite	Harris-Stowe State University Equivalent			Credits
Anatomy & Physiology I with Lab*	BIO	310 I	Human Anatomy and Physiology I	3
	BIO		Human Anatomy and Physiology I (laboratory)	2
Anatomy & Physiology II with Lab*	BIO	310 II	Human Anatomy and Physiology II	3
	BIO	321	Human Anatomy and Physiology II (laboratory)	2
Microbiology with Lab*	BIO	312	Introduction to Microbiology	3
	BIO	332	Microbiology (laboratory)	2
Nutrition*	BIO	203	Nutrition	3
General Psychology*	PSY	100	General Psychology	3
Human Growth & Development*	PSY	308	Human Growth and Development	3
Statistics*	MATH	150	Introduction to Statistics and Probability	3
English Composition I*	ENG	110	English Composition I	3
English Composition II	ENG	110 II	English Composition II	3
College Algebra	MATH	135	College Algebra	4
Ethics	PHIL	102	Introduction to Ethics	3
Sociology	SOC	100	Introduction to Sociology	3
History or Government	HIST POSC	Any 3 credit hour HIST or POSC course		3
Biology, Chemistry, Genetics or Physics	BIO CHEM PHY	Any 3 credit hour BIO, CHEM, or PHY course		3
General Elective	Any 3 credit hour college level course			3
Humanities Elective	Any 3 credit hour Humanities course			3

* Prerequisite course requirements for post-baccalaureate applicants

Refer to college catalog for General, Humanities, and Social Science Electives

Transfer guide from Harris-Stowe State University into the Upper Division BSN program at the Goldfarb School of Nursing at Barnes-Jewish College

Required Pre-requisites

Barnes-Jewish College Prerequisite	Harris-Stowe State University Equivalent			Credits
Anatomy & Physiology I with Lab	BIO	310 I	Human Anatomy and Physiology I	3
	BIO		Human Anatomy and Physiology I (laboratory)	2
Anatomy & Physiology II with Lab	BIO	310 II	Human Anatomy and Physiology II	3
	BIO	321	Human Anatomy and Physiology II (laboratory)	2
Microbiology with Lab	BIO	312	Introduction to Microbiology	3
	BIO	332	Microbiology (laboratory)	2
Nutrition	BIO	203	Nutrition	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

Transfer guide from Harris-Stowe State University into the Upper Division BSN program at the Goldfarb School of Nursing at Barnes-Jewish College (cont'd)

Barnes-Jewish College Prerequisite	Harris-Stowe State University Equivalent			Credits
General Psychology	PSY	100	General Psychology	3
Human Growth & Development*	PSY	308	Human Growth and Development	3
Statistics*	MATH	150	Introduction to Statistics and Probability	3
English Composition I*	ENG	110	English Composition I	3

B.S. in Biology partnerships with United Health Sciences and Pharmacy (UHSP) formerly known as ST. Louis school of pharmacy

UHSP Course Requirements	22
General Chemistry (with Lab)	8
Organic Chemistry (with Lab) (UHSP)	8
Biochemistry (UHSP)	3
Biology (with Lab)	8
Human Anatomy & Physiology (with Lab)	8
Microbiology (with Lab)	4
Calculus	3
Introductory Statistics	3
Physics (with Lab)	4
English Composition/College Writing	6
Public Speaking/Communications	3
Psychology or Sociology	3

Dual B.S. in Biology (Pre-Pharmacy) and Doctor of Pharmacy Degree

Freshman Year				33
BIO	120	Introduction to Biotech		1
BIO	151	Biology Survey I (Lect)		3
BIO	152	Biology Survey I (Lab)		2
BIO	153	Biology Survey II (Lect)		3
BIO	154	Biology Survey II (Lab)		2
CHEM	255	General Chemistry I (Lect)		3
CHEM	256	General Chemistry I (Lab)		2
CHEM	257	General Chemistry II (Lect)		3
CHEM	258	General Chemistry II (Lab)		2
Choose 1				
HIST	144	US History I		3
HIST	143	US History II		3

Dual B.S. in Biology (Pre-Pharmacy) and Doctor of Pharmacy Degree

Choose 1			
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Required			
CED	104	Introduction to Computing and Technology	3
MATH	170	Calculus Prerequisites College Algebra (Math 135) and Trigonometry (Math 140) or Pre-Calculus (Math 165)	5
CHEM	255	General Chemistry I (Lect)	3
CHEM	256	General Chemistry I (Lab)	2
CHEM	257	General Chemistry II (Lect)	3
CHEM	258	General Chemistry II (Lab)	2
Sophomore Year			26
BIO	202II	Principles of Cell Biology	3
MATH	250	Data Analysis and Statistics	3
BIO	202I	Principles of Cell Biology	3
MATH	255	Introductory Statistics (Lab)	1
LANG	100	Basic Conv Foreign Language	1
PHIL	102	Intro to Ethics	3
GEN	200	General Education Synthesis	1
POSC	200	US MO Constitution	3
CHEM	1231	Organic Chemistry I (with Lab) Taken at UHSP.	4
CHEM	1232	Organic Chemistry II (with Lab) Taken at UHSP.	4

Dual B.S. in Biology (Pre-Pharmacy) and Doctor of Pharmacy Degree (cont'd)			
Summer Between Sophomore /Junior Year			6
Courses to be taken in the summer or fit into the first two years. Students must reverse transfer enough free elective credit hours to meet HSSU's 120-credit hour BS degree requirement			
Any Fine Arts Course (i.e Art 150)			3
Any Humanities or Fine Arts Elective			3
Any Human Behavior Elective (Sociology or Psychology)			3
ENG	110 I	English Composition II	3
SPCH	109	Introduction to public speaking	3
Junior Year			29
Choose 1			
BIO	303	Ecology	3
BIO	305	Evolution	3
Required			
BIO	312	Microbiology	3
BIO	332	Microbiology Lab	2
BIO	310 I	Anatomy and Physiology I	3
BIO	319	Anatomy and Physiology I Lab	2
BIO	310 II	Anatomy and Physiology II	3
BIO	321	Anatomy and Physiology II Lab	2
PHY	251	Gen Phy:Mechanics (Lec)	3
Choose 1			
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
Required			
PHY	252	Gen Phy:Mechanics (Lab)	2
Senior / Professional Year 1 All courses taken at UHSP			32
Choose 1 (*reverse transfer as a free elective)			
BIOL	4100	Principles of Immunology*	2
BIOL	4400	Immunology	3
Required (*reverse transfer as a free elective)			
BIOL	4101	Medical Physiology*	3
BIOL	4201	Principles of Molecular Biology (reversed transfer for BIO 414)	3
IPPE	4110	IPPE and IPE: Population Health and Health Care Teams	1

Dual B.S. in Biology (Pre-Pharmacy) and Doctor of Pharmacy Degree (cont'd)			
Required (*reverse transfer as a free elective)			
MGMT	4100	Public Health Fundamentals in (reverse transfer for BIO 403)	3
PHAR	4113	Introduction to the Pharmacists' Patient Care Process*	1
PHAR	4114	Integrated Pharmacotherapy (IP): Self-Care/Dermatology*	3
PHIM	4110	Information Mastery I: EBM and Informatics	2
PHPR	4112	Pharmacy Practice Skills Lab I*	1
PHRC	4101	Pharmacy Calculations*	1
PHRC	4123	Pharmaceutics*	4
PHRC	4124L	Non-sterile Compounding Lab*	1
PHSC	4101	Principles of Drug Action*	4
PHTD	4012	Top Drugs Proficiency I	0
XXXX	0000	Professional Elective	3
Students must reverse transfer enough free elective credit hours to meet HSSU's 120-credit hour BS degree requirements			
Senior / Professional Year 1 Summer			3
IPPE	5123	IPPE Community Pharmacy	3
Top Drugs Proficiency OTC			0
Professional Year 2 All courses taken at UHSP			32
IPPE	5130	IPPE and IPE: Patient-Based Care and Health Care Teams	1
MGMT	5100	Pharmacy Leadership and Change	3
MGMT	5200	HSM: Financial and Economic Aspects	4
PHAR	5121	IP: Cardiology	5
PHAR	5131	IP: Pulmonology	2
PHAR	5142	IP: Endocrinology	3
PHAR	5152	IP: Nephrology	3
PHIM	5122	Information Mastery II: Biomedical Literature Evaluation	3
PHPR	5121	Pharmacy Practice Skills Lab II	1
PHPR	5132	Pharmacy Practice Skills Lab III	1
PHPC	5131	Biopharmaceutics and Pharmacokinetics	1
PHTD	5021	Top Drugs Proficiency II	1
PHTD	5032	Top Drugs Proficiency III	1
XXXX	0000	Professional Elective	3

Dual B.S. in Biology (Pre-Pharmacy) and Doctor of Pharmacy Degree (cont'd)

Professional Year 2 Summer			3	
All courses taken at UHSP				
IPPE	6143	IPPE Health System Pharmacy	3	
Professional Year 3			32	
All courses taken at UHSP				
IPPE	6150	IPPE and IPE: Transitions of Care and Health Care Teams		1
MGMT	6100	Pharmacy Law		2
PHAR	6202	IP: GI/Liver		2
PHAR	5142	IP: Neurology/Psychiatry		5
PHAR	6261	IP: Infectious Diseases		5
PHAR	6281	IP: Hematology/Oncology/Immunology		3
PHAR	6223	IP: Special Populations		4
PHIM	6131	Information Mastery III: Clinical Applications		2
PHPR	6141	Pharmacy Practice Skills Lab IV		1
PHPR	6152	Pharmacy Practice Skills Lab V		1
CAPS	6000	Integrated Capstone Selective		3
PHTD	6041	Top Drugs Proficiency IV		0
PHTD	6052	Top Drugs Proficiency V		0
XXXX	0000	Professional Elective		3
Professional Year 4			40	
All courses taken at UHSP				
Advanced Pharmacy Practice Experience (APPE)				
APPE	7100	APPE: Ambulatory Care		5
APPE	7200	APPE: General Medicine		5
APPE	7300	APPE: Community Care		5
APPE	7400	APPE: Health System		5
APPE	7500	APPE: Patient Care Selective		5
APPE	7600	APPE: Elective I		5
APPE	7700	APPE: Elective II		5
APPE	7800	APPE: Elective III	5	

OCCUPATIONAL THERAPY PROGRAM AT WASHINGTON UNIVERSITY SCHOOL OF MEDICINE IN ST. LOUIS

MASTER'S DEGREE IN OCCUPATIONAL THERAPY (MSOT) 3(HSSU)-2(WASHU)

Students will be required to follow the Biology BS track (**see page XX**) holding no less than a 3.25 GPA, prioritizing the prerequisite courses listed below. Students must earn a "B" or better in 4 of the 6 prerequisite courses for admission in the partnership program;

Anatomy and Physiology (Anatomy and Physiology 1 and II with accompanying Labs)

Must cover the organization of cells into tissues, organs, and organ systems in humans. A course titled "Anatomy and Physiology" is acceptable; however, if the course is part of a two-part sequence, both courses must be completed to be able to fulfill prerequisites. One part can fulfill the life science prerequisite with the second part for the physiology prerequisite.

Upper-Level Life Science course

Must be 200 level or above; no lab is required. Suggested courses include but are not limited to human anatomy, neurobiology, comparative anatomy, pathophysiology, zoology, genetics, botany, ecology and cognitive neuroscience.

Developmental Psychology

Must include child development or a lifespan course that includes learning principles and motor, language, cognitive, emotional and social development.

Abnormal Psychology

Abnormal psychology or a psychopathology course fulfills this requirement.

Social Science

Suggested courses include, but are not limited to other psychology courses, sociology, anthropology, economics, political science, public health, epidemiology, gerontology and urban studies.

Or Statistics (non-business)

Behavioral, educational, psychological or mathematical statistics. Business statistics does not fulfill this requirement.

PRE-MEDICINE CONCENTRATION

The Pre-Medicine concentration is for students interested in biomedical careers including research and other allied health care or medical careers. However, students planning to enroll in Harris-Stowe's special collaborative professional programs, such as Goldfarb Nursing, Pharmacy, Occupational Therapy, etc., should matriculate as or choose the Biology major with a specialty concentration or with no concentration, not the Pre-medicine concentration. Students should also note that competitive postbaccalaureate programs such as Nursing, Pharmacy, Dentistry, or Medical School require a minimum GPA of 3.0 to 3.5. Please see the advisors for more details.

In addition to preadmission and core biology courses, students completing the concentration in Pre-Medicine must take 36 additional credit hours that include 25 hrs. of additional required courses and at least an additional 6 hours of Pre-Med electives, and any free electives needed to complete the 120 hr. requirement.

Note that PSY 0100 General Psychology can be used to meet General Education requirements in Social and Behavioral Sciences.

Students should consult with advisors and coaches each semester to be sure the concentration and electives they choose will best meet their career needs.

Pre-Med Concentration: Additional Required Courses: (25 hrs. required). Labs and corresponding lecture courses should be taken together except by departmental permission or program requirement.

Pre-medicine Concentration Requirements			
Required Courses			36
BIO	310 I	Human Anatomy and Physiology I	3
BIO	319	Human Anatomy and Physiology I Lab	2
BIO	310 II	Human Anatomy and Physiology II	3
BIO	321	Human Anatomy and Physiology II Lab	2
BIO	312	Introduction to Microbiology	3
BIO	332	Microbiology Lab	2
CHEM	260 I	Organic Chemistry	5
CHEM	270	Biochemistry	3
PHY	252	General Physics: Mechanics Lab	2
PSY	100	General Psychology	3

Pre-medicine Concentration Requirements (cont'd)

Electives			6
Pre-Med Concentration: Electives. (Choose at least 6 hrs.) Labs and corresponding lecture courses should be taken together, except by departmental permission.			
BIO	200	Botany	3
BIO	201	Plants & People	3
BIO	203	Nutrition	3
BIO	206	Cell and Molecular Biology Lab	2
BIO	208	Introduction to Healthcare Careers	1
BIO	209	Vertebrate Zoology	3
BIO	210	Invertebrate Zoology	3
BIO	240	Science and Technology	3
BIO	246	Medical Terminology	3
BIO	301	Human Parasitology	3
BIO	309	Endocrinology	3
BIO	311	Ecology Lab	2
BIO	318	Urban Health Science	3
BIO	322	Kinesiology	3
BIO	340	Immunology	3
BIO	415	Genetics Lab	2
BIO	432	Developmental Biology	3
BIO	433	Developmental Biology Laboratory	2
BIO	471	Independent Research in Biology	3
BIO	490	Topics in Biology	1-3
BIO	495	Internship in Biology	3
CHEM	260 II	Organic Chemistry II	5
CSC	2XX	Any 200-level CSC course	3
CSC	3XX	Any 300-level CSC course	3
GEOL	250 I	General Geology I	3
MATH BSAD	170 203	Calculus and Analytic Geometry I or Business Calculus	5
MATH	2XX	Any 200-level Math course	3-5
MATH	3XX	Any 300-level Math course	3-5
MATH	4XX	Any 400-level Math course	1-4

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

Pre-medicine Concentration Requirements (cont'd)

Electives				6
Pre-Med Concentration: Electives. (Choose at least 6 hrs.) Labs and corresponding lecture courses should be taken together, except by departmental permission.				
PHIL	101	Introduction to Philosophy		3
PHIL	102	Introduction to Ethics		3
PHY	301	General Physics: Electricity and Magnetism		3
PHY	302	General Physics: Electricity and Magnetism Lab		2
PSY	308	Human Growth and Development		3
RM	301	Research Methods & Statistics		3
RM	302	Research Design & Statistical Analysis		3
SOC	100	Introduction to Sociology		3
SOC	340	Social Problems		3
SOC	370	Social Change		3

Pre-Med Concentration: Free Electives. Students may take free electives (any courses) to complete the 120-unit graduation requirement, usually 4–6 credit hours or less.

B.S. in Biology and Certificate in Veterinary Medicine Accelerated Track

Designed to be adapted to the current degree progress/status of any Biology student.

Summer 1 Core

BIOMED	2230	Farm Animal Sanitation and Disease Prevention		3
BIOMED	2111	Veterinary Medical Terminology 1 Electives		1

Choose 1

BIOMED	2130	Introduction into Veterinarian Anatomy and Physiology		3
BIOMED	3219	Elements of Comparative Anatomy		3

Choose 1

BIOMED	1010	Biomedical Career Explorations		1
BIOMED	3400	Domestic Animal Behavior in Veterinary Practice		2

B.S. in Biology and Certificate in Veterinary Medicine Accelerated Track (cont'd)

Designed to be adapted to the current degree progress/status of any Biology student.

Fall 1

BIOMED	2120	Essentials of Animal Handling and Physical Restraint		2
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Spring 1

BIOMED	3300	Animal Welfare and Ethics		3
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Traditional Track

HSSU	100	Seminar in Higher Education		1
ENG	110 I	English Composition I		3

Choose 1

HIST	143	United States History 1		3
HIST	144	United States History II		3

Required

MATH	135	College Algebra		3
BIO	151	Biology Survey		3
BIO	152	Biology Survey Lab		2
LANG	100	Basic Conversational Foreign		1
ENG	110 II	English Composition II		3
POSC	200	American Government Survey		3
CED	104	Intro to Computing		3
BIO	246	Medical Terminology		3
BIO	153	Principles of Biology		3
BIO	154	Principles of Biology Lab		2

Summer-Rising Sophomore

BIOMED	2230	Farm Animal Sanitation and Disease Prevention		3
BIOMED	2111	Veterinary Medical Terminology 1 Electives		1
BIOMED	1010	Biomedical Career Explorations		1

Fall Sophomore

BIO	202	Cell Biology		1
ECON	203	Microeconomics		3
MATH	255	Intro to Statistics		3
CHEM	255	General Chemistry 1		3
CHEM	256	General Chemistry 1 Lab		2
BIOMED	2120	Essentials of Animal Handling and Physical Restraint		2
BIO	309	Anatomy and Physiology II		3

B.S. in Biology and Certificate in Veterinary Medicine Accelerated Track (cont'd)

Fall Sophomore (cont'd)			
BIO	321	Anatomy and Physiology II Lab	2
CHEM	257	General Chemistry II Lecture	3
CHEM	258	General Chemistry II Lab	2
Choose 1			
PHIL	102	Intro to Ethics	3
BIOMED	330	Animal Welfare and Ethics	3
Choose 1			
ART	150	Introduction to Art	3
MUS	206	Basic Music	3
MUS	223	African American Music	3
THR	100	Theatre Appreciation	3
Required			
BIOMED	3400	Domestic Animal Behavior in Veterinary Practice	2
Choose 1			
BIOMED	2130	Introduction into Veterinarian Anatomy and Physiology	3
BIOMED	3219	Elements of Comparative Anatomy	3
Required			
GEN	200	General Education Synthesis	3
BIO	310 I	Human Anatomy and Physiology I	3
BIO	319	Human Anatomy and Physiology I Lab	2
BIO	414	Genetics	3
BIO	495	Biology Internship* or Independent Research*	3
BIO	XXX	Senior Seminar	3
BIO	309	Endocrinology	3
BIO	309L	Endocrinology Lab	2
BIO	490	Topics in Biology	1-3

B.S. in Communication Studies - Theater Emphasis

Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Choose 1			
HIST	143	United States History 1	3
HIST	144	United States History II	3
Choose 1			
PSY	100	General Psychology	3
PSYC	100	Introduction to Psychology	3
SOC	100	Introduction to Sociology	3
GEOG	200	Principles of Geography	3
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
EDUC	214	Principles of Economics	3
POSC	203	Introduction to Comparative Politics	3
URST	100	Introduction to Urban Studies	3
POSC	200	American Government Survey	3
Oral and Written Communication (9 Credit Hours)			
ENG	110 I	English Composition I	3
ENG	110 II	English Composition II	3
SPCH	109	Introduction to Public Speaking	3
Natural Sciences (8 Credit Hours) Minimum from at least two (2) disciplines, including one course component and one lab			
Life Science			
BIO	131	Introduction to Biology (online)	3
BIO	141	Principles of Biology	3
BIO	151	Biology Survey I (Science Majors only)	3
Chemistry			
CHEM	151	Fundamentals of Chemistry Lecture	3
CHEM	255	General Chemistry Lecture (Science Majors and 3/3 Engineering)	3
Physical Science			
PHSC	151	Physical Science Survey Lecture	3
PHY	251	General Physics: Mechanics Lecture	3
PHY	253	Physics Mechanics - Calculus based (3/3) Engineering	3
GEOL	250 I	General Geology	3
MET	250	Introduction to Meteorology	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.S. in Communication Studies -Theater Emphasis (cont'd)

Choose 1 Lab			
BIO	132	Introduction to Biology Lab (Online)	2
BIO	142	Principles of Biology Lab (Online)	2
BIO	152	Biology Survey I Lab (Science Majors Only)	2
CHEM	152	Fundamentals of Chemistry Lab	2
CHEM	256	General Chemistry I Lab	2
PHSC	152	Physical Science Lab	2
PHY	252	General Physics Mechanics Lab	2
Mathematical Sciences			4-8
EDUC	120	Structures of Math Systems (For Education Majors)	3
MATH	135	College Algebra (Math and Science Majors)	3
MATH	165	PreCalculus equivalent to MATH 135 and MATH 140	3
MATH	170	Calculus I	5
RM	150	Introduction to Statistics (for Social Science Majors)	3
Choose 1			
MATH	225	Introductory Statistics Lab (Math and Science Majors)	2
CED	104	Introduction to Computing / Technology	3
Humanities and Fine Arts			9
9 Credit Hours Minimum from at least two (2) Disciplines			
Choose 1			
ENG	203	Introduction to Literature	3
SPAN	160 I	Introduction to Spanish Lang./ Culture I	3
HIST	213	World History I	3
HIST	214	World History II	3
Choose 1			
ART	150	Introduction to Art	3
ART	200	Art History, Theory, and Criticism	3
MUS	206	Basic Music	3
MUS	223	African American Music	3
MUS	302I	Music History and Literature I	3
MUS	302II	Music History and Literature II	3
THR	100	Theatre Appreciation	3

B.S. in Communication Studies -Theater Emphasis (cont'd)

Choose 1 (Valuing)			
PHIL	100	Introduction to Logical Thinking	3
PHIL	101	Introduction to Philosophy	3
PHIL	102	Introduction to Ethics	3
Total Credit Hours in General Education Core (May add additional hours over minimums)			44
Communication Studies, Theatre Emphasis Requirements Grade "C" or higher must be earned in all core courses			52
ENG	203	Introduction to Literature	3
CMS	301	Intercultural Communication	3
CMS	303	Communication Theory	3
CMS	304	Organizational Communication	3
CMS	400	Rhetorical Theory and Criticism	3
SPCH	109	Introductory Public Speaking I	5
SPCH	301	Oral Interpretation	3
CMS	401	Communication Ethics	2
CMS	402	Mass Media and Society	3
CMS	404	African American Rhetoric	3
CMS	406	Social Media	3
CMS	408	Gender and Communication	3
CMS	410	International Communication	3
CMS	411	Afrofuturism	3
CMS	470	Topics in Communication Studies	3
THR	480	Internship	3
THR	490	Senior Thesis	3
Communication Studies, Theatre Emphasis Electives Choose any 24 credit hours from the courses listed below			24
THR	125	Acting Up! A Beginner's Workshop	3
THR	130	Introduction to African American Theatre	3
THR	200	Fundamental of Acting	3
THR	201	Theatre Practicum	3
THR	300	Advanced Acting	3
THR	310	Play Directing	3
THR	320	Stagecraft	3
THR	330	Children's Theatre and Creative Dramatics	3
THR	332	Playwriting	3
THR	402	Storytelling	3

B.S. in Criminal Justice OR Criminal Justice With Juvenile Justice Option OR Criminal Justice With Policing Option			
General Education Requirements			42
Criminal Justice Core Requirements			36
CRJ	100	An Introduction to Criminal Justice	3
CRJ	110	The Criminal Law	3
CRJ	120	Juveniles and the Law	3
CRJ	130	Corrections	3
CRJ	231	Policing	3
CRJ	233	The Court Systems	3
CRJ	235	Introduction to Security	3
CRJ	380	Comparative Criminal Justice	3
CRJ	475	Ethics in Criminal Justice	3
CRJ	480	Criminal Justice Internship	3
RM	301	Research Methodology and Statistics	3
SOC	350	Criminology	3
Criminal Justice Electives (12-24 credits required depending on the program)			12-24
CRJ	115	Criminal Evidence	3
CRJ	240	Introduction to Forensic Science	3
CRJ	260	Police Supervision and Personnel	3
CRJ	265	Criminal Investigation	3
CRJ	340	Criminal Justice Administration	3
CRJ	353	Crime Prevention	3
CRJ	354	White Collar Crime	3
CRJ	360	Drug Abuse and the Criminal Justice System	3
CRJ	361	Terrorism and Homeland Security	3
CRJ	390	Topics in Criminal Justice	1-3
CRJ	420	Juvenile Delinquency	3
CRJ	425	Community Corrections	3
CRJ	435	Victimology	3
CRJ	440	Police Community Relations	3
CRJ	450	Constitutional Law	3

B.S. in Criminal Justice OR Criminal Justice With Juvenile Justice Option OR Criminal Justice With Policing Option (cont'd)			
Juvenile Justice Option (required 12 credits)			12
CRJ	360	Drug Abuse and the Criminal Justice System	3
CRJ	420	Juvenile Delinquency	3
EDUC	201	Foundations of Education	3
PSY	311	Adolescent Psychology	3
Policing Option (required 12 credits)			12
CRJ	260	Police Supervision and Personnel	3
CRJ	265	Criminal Investigation	3
CRJ	353	Crime Prevention	3
CRJ	440	Police Community Relations	3
Free Electives (18 approved credits from any noncriminal justice program, 100 level or above or 12 approved credits from any non-criminal justice program for the Juvenile Justice Option, 100 level or above)			18
Criminal Justice Minor (for non-criminal justice majors 21 credits)			21
CRJ	100	An Introduction to Criminal Justice	3
CRJ	110	The Criminal Law	3
CRJ	120	Juveniles and the Law	3
CRJ	475	Ethics in Criminal Justice	3
SOC	350	Criminology	3
Any two (2) criminal justice electives			6

B.A. IN GENERAL STUDIES

General Description

This degree program has been designed for students who's academic and career needs are better met by general studies. General Studies allows students to:

- Earn a baccalaureate by studying a broad range of courses from one of the current Harris-Stowe State University discipline areas.
- Follow a plan of study that is more suitable for specific interests and/or career goals.
- Enhance their potential for employment in an ever-changing job market.

Objectives

The curriculum of the General Studies program emphasizes reasoning, communication, and technological skills. Students will design a curriculum plan that meets their specific academic interests and career goals. This course of study will enhance a student's potential for success in an ever-changing job market.

Students graduating from the General Studies program will:

- Have the reasoning and writing skills necessary to complete documents crucial for success in their chosen career fields.
- Communicate effectively in oral form.
- Reason critically about issues and problems that will confront them in their chosen career fields.
- Apply gained content knowledge to the requirements of their occupations and utilize computers, software, and other forms of technology as their jobs demand.

Course of Study

- General Education Requirements – 60 credit semester hours distributed among common core requirements, required elective, and program-specific options specified in the last sections.
- Professional Level Courses – 54 credit semester hours - students design a 54 credit-hour curriculum plan of study using model proposal curricula plans that have been developed and approved by faculty in the relevant disciplines; 54 credit hours shall be drawn from three areas of study.
- Each course shall be drawn from the junior- or senior-level course offerings. Each area of study must have at least 18 credit hours of study from the appropriate professional- level course offerings.
- Internship – three-credit semester hours. The requirements for this internship are specified in a later section.
- Senior thesis – three-credit semester hours – The requirements for the thesis are specified in a later section.

All requests for course substitutions or permission to take courses off-campus as a degree-seeking student at Harris-Stowe State University must be approved by the Vice President of Academic Affairs. All requests for course substitutions must be approved before the enrollment in the referenced course. Areas of Study

The following general areas of study are currently being offered. Additional areas may be added:

- Business
- Educational Studies
- Humanities/Fine Arts
- Mathematics/Science Social Science

Note: The plan of study in Educational Studies is not intended to qualify for Teacher Education certification.

The student should contact the Department of Social and Behavioral Sciences for curriculum outlines, sample study plans, and additional areas of study in the General Studies program.

Admission Requirements

Applicants for admission to any of the degree programs listed above must:

- Have completed a minimum of 42 semester credit hours that comprise the University's general education curriculum or its acceptable equivalent.
- Be in good academic standing, have a cumulative grade-point average (CGPA) of at least 2.0 on a 4.0 scale for all courses to be counted toward the degree. This grade-point average is based on all credits counted toward the degree, whether the credits were earned at Harris-Stowe or another accredited institution and transferred to Harris-Stowe.
- In addition to meeting all the above requirements, students majoring in General Studies must have their program of study plans approved by the faculty of the Department of Social and Behavioral Sciences.

Requirements For Degree Conferral

To earn the Bachelor's degree, a candidate must:

- Have completed a minimum of 120 semester credit hours in a specified degree program.
- Have a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale.
- Achieve a minimum grade of "C" in all professional courses of the degree program.
- Complete the last 30 semester credit hours of course work at Harris-Stowe State University.
- Pass the senior assessment.

B.A. in General Studies			
Required			
CED	203	Using Technology to Enhance Presentations	3
Elective: The chair of the Department of Social and Behavioral Sciences must approve all substitutions. Students are encouraged to check prerequisites of required concentration courses when selecting electives.			3
Program Requirements			59
Complete the required curriculum in one approved discipline from the following areas: Business. Educational Studies. Humanities/Fine Arts. Mathematics/Science Social Science. Choose any 15 credits in your chosen area unless otherwise indicated. Any deviations from the required curricula must be pre-approved by the chair of the department that houses the affected discipline. In cases where a course is required in one discipline, the student may substitute another course approved by the chair.			
Business Area			
Accounting			15
ACCT	201	Financial Accounting I	3
ACCT	204	Managerial Accounting	3
ACCT	310	Intermediate Accounting I	3
ACCT	320	Cost Accounting I	3
ACCT	326	Cost Accounting II	3
ACCT	350	Intermediate Accounting II	3
Entrepreneurship			15
ACCT	201	Financial Accounting I	3
BSAD	200	Introduction to Business Administration	3
BSAD	220	Legal Environment of Business	3
BSAD	302	Entrepreneurship	3
MRKT	320	Principals of Marketing	3
ECON	203	Microeconomics	3
Management			15
BSAD	200	Introduction to Business Administration	3
BSAD	480	Business Policy and Strategy	3
MGMT	350	Management and Organizational Behavior	3
MGM	360	Human Resources Management	3
MGM	450	Organizational Behavior and Development	3
MGMT	455	Professional Development of Managers	3

B.A. in General Studies (cont'd)			
Business Area (cont'd)			
Marketing			15
BSAD	200	Introduction to Business Administration	3
MRKT	320	Principles of Marketing	3
MRKT	330	Advertising	3
MRKT	400	Marketing Management	3
MRKT	420	Consumer Behavior	3
MRKT	474	Marketing Research	3
Health Care Management			15
HCM	300	Health Care Systems	3
HCM	330	Administration of Health Care Organizations	3
HCM	420	Health Care Human Resources Management	3
HCM	440	Health Care Planning and Marketing	3
HCM	460	Long-Term Health Care Administration	3
HCM	470	Managed Health Care Systems	3
Management Information Systems			15
MIS	206	Business Programming Language Lecture with Lab	3
MIS	207	Object-Oriented Programming Lecture with Lab	3
MIS	208	System Programming Language II	3
MIS	310	Introduction to Computer Graphics	3
MIS	315	Introduction to Computer Graphics	3
MIS	340	Management Information Systems	3
Teacher Education Area			
Psychology			15
<i>Prerequisite PSY 100 General Psychology</i>			
PSY	302	Abnormal Psychology	3
PSY	305	Educational Psychology	3
PSY	307	Humanistic Psychology	3
PSY	310	Child Psychology	3
PSY	319	Behavior Management	3
PSY	320	Psychology of Personality	3
PSY	450	Counseling Aspects of Clinical Psychology	3
EDUC	305	Utilizing Family and Community Resources	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.A. in General Studies (cont'd)			
Teacher Education Area (cont'd)			
Education Studies Required			18
Choose 1			
EDUC	201	Foundations of Education	3
EDUC	212	Introduction to Multicultural Education Plus	3
Choose any 15 Credits			
EDUC	305	Utilizing Family and Community Resources	3
EDUC	308	Health, Nutrition, and Safety	3
EDUC	311	Early Childhood Principles and Professionalism	3
PSY	305	Educational Psychology	3
PSY	311	Adolescent Psychology	3
PSY	312	Psychology and Education of the Exceptional Child	3
Humanities Area			
English			15
Choose Any 6 Credits			
ENG	317	Mythology	3
ENG	325	Multicultural Survey Literature of the The United States	3
ENG	341	Great Plays	3
ENG	351	World Literature	3
Choose Any 12 Credits			
ENG	320 I	America Literature	3
ENG	320 II	American Literature II	3
ENG	326I	Major British Authors I	3
ENG	3110	Themes and Topics in American Literature	3
ENG	323	Themes and Topics in British Literature	3
ENG	336	Modern Grammar	3
ENG	337	History of English Language	3
ENG	330	Advanced Composition	3
ENG	344	Introduction to Literacy Criticism	3
Theater			15
THR	200	Fundamentals of Acting	3
THR	201	Theater Practicum	3
THR	320	Stagecraft	3
THR	330	Children's Theater	3

B.A. in General Studies (cont'd)			
Humanities Area (cont'd)			
Theater (cont'd)			15
SPCH	301	Oral Interpretation	3
THR	3XX	Any additional 300 levely THR course	3
Mathematics/Science			15
BIO	202	Principles of Cell Biology	3
BIO	303	Ecology	3
BIO	305	Evolution	3
BIO	310 I	Human Anatomy and Physiology I	3
BIO	312	Introduction to Microbiology	3
BIO	414	Genetics 3	3
Computer Science (Required)			27
CED	322	Computers and Technology in the Classroom	3
CED	330	Utilizing Data Communication in Education	3
CED	385	Seminar in Computer Education	3
CED	410	Special Projects in Computer Education: Operating Systems	3
CED	233	Introduction to C++ Programming	3
CED	323	Advanced Visual Basic Programming	3
CED	340	Object-Oriented Programming with C++	3
CED	350	Introduction to Networking and Data Communications	3
CED	383	Troubleshooting for Microcomputers and Peripherals	3
Mathematics Area			
Mathematics			15
Prerequisites: Not counted towards the 18 hours			
Either Both of the Following			
MATH	135	College Algebra	3
MATH	140	Trigonometry	3
or			
MATH	165	Precalculus	5
Core Requirements			
MATH	170	Calculus I	5
MATH	241	Calculus II	5

B.A. in General Studies (cont'd)			
Mathematics Area (cont'd)			
Additional Requirements			8
In addition, students must complete at least 8 units from the following list of courses, with at least 3 units at the 300 Level or higher:			
MATH	242	Calculus III	5
MATH	250	Data Analysis and Statistics	3
MATH	255	Introductory Statistics Lab	1
MATH	3XX 4XX	Any MATH Courses	3
Social Science Area			
Required			
GEOG	325	Urban Geography	3
History			15
HIST	301	A Multicultural History of the United States	3
HIST	318	Recent American Foreign Relations	3
HIST	401	Classical History	3
HIST	403	History of Europe	3
HIST	404	History of the Islamic World	3
HIST	405	History of Africa	3
Note: HIST 143 or HIST 144 required for any 300 level courses. HIST 213 or HIST 214 required for any 400 level courses			
Organization Behavior			15
ORB	300	Informational and Communication System	3
ORB	301	Group and Communication Dynamics	3
ORB	302	Organizational Psychology	3
ORB	401	A Systems Approach to Management	3
ORB	410	Game Theory	3
ORB	420	Organizational Analysis and Systems	3
Political Science			18
POSC	323	The American Presidency	3
POSC	370	World Affairs (International Relations)	3
POSC	380	Public Policy	3
POSC	390	Urban Politics	3
POSC	391	Urban Politics and Public Policy	3
POSC	402	Political Theory	3

B.A. in General Studies (cont'd)			
Social Science Area (cont'd)			
Sociology			18
RM	301	Research Methodology and Statistics	3
RM	302	Research Design and Statistical Analysis	3
SOC	340	Social Problems	3
SOC	411	History of Social Thought	3
SOC	450	Social Stratification	3
SOC	3XX	Additional Sociology 300 level course	3

B.A. in History Concentration - African American			
General Education Requirements			42
History Core Requirements			27-30
Grade of "C" or higher must be earned in all core courses			
HIST	143	United States History I	3
HIST	144	United States History II	3
HIST	211	Introduction to Historical Methods	3
HIST	213	World History I	3
HIST	214	World History II	3
HIST	302	History of Women's Movmt in Amer Soc	3
HIST	306	African American History	3
HIST	310	Critical Race Studies	3
HIST	420	History Internship	3
HIST	480	Pro Seminar in History	3
African American Concentration			27
HIST	212	African Americans in St. Louis	3
HIST	215	Black Family	3
HIST	216	African American Biography	3
HIST	217	Blacks in Science	3
HIST	306	African American History	3
HIST	310	Critical Race Studies	3
HIST	311	African American Intellectual	3
HIST	312	Black Politics	3
HIST	313	African American Religion	3
HIST	314	Black Power Movement	3
HIST	315	The History of Segregation	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.A. in History

Concentration - African American (cont'd)

African American Concentration (cont'd)				27
HIST	316	Atlantic World		3
HIST	320	Pan-Africanism in America		3
HIST	321	Civil Rights Movements		3
HIST	326	Public History		3
HIST	411	Honors Thesis		3
HIST	490	Topics in History		3
Any Approved Electives				18

B.A. in History

Concentration - Women's Studies

General Education Requirements				42
History Core Requirements				30
Grade of "C" or higher must be earned in all core courses				
HIST	143	United States History I		3
HIST	144	United States History II		3
HIST	211	Introduction to Historical Methods		3
HIST	213	World History I		3
HIST	214	World History II		3
HIST	302	History of Women's Movmt in Amer Soc		3
HIST	306	African American History		3
HIST	310	Critical Race Studies		3
HIST	420	History Internship		3
HIST	480	Pro Seminar in History		3
Women's Studies Concentration				27
HIST	223	Introduction to Women's Studies		3
HIST	224	Women Goddesses		3
HIST	225	African American Women Authors		3
HIST	226	Women Warriors and Soldiers		3
HIST	302	History of Women's Movement		3
HIST	326	Public History		3
HIST	328	Women and Gender in Religion		3
HIST	329	Activism in Feminist Communities		3
HIST	330	Women in Totalitarianism		3
HIST	331	Women and Gender in Africa		3
HIST	332	Women in Politics		3

B.A. in History

Concentration - Women's Studies

Women's Studies Concentration (cont'd)				27
HIST	333	Women and the Bible		3
HIST	334	African American Women Intellectuals		3
HIST	411	Honors Thesis		3
HIST	421	Philosophy of Feminism		3
HIST	422	Women's Epistemology		3
HIST	423	Women's Studies Independent Study		3
HIST	424	Black Feminist Thought		3
HIST	490	Topics in History		3
Any Approved Electives				18

B.A. in History

No Concentration

General Education Requirements				42
History Core Requirements				36
Grade of "C" or higher must be earned in all core courses				
HIST	143	United States History I		3
HIST	144	United States History II		3
HIST	211	Introduction to Historical Methods		3
HIST	213	World History I		3
HIST	214	World History II		3
HIST	302	History of Women's Movmt in Amer Soc		3
HIST	306	African American History		3
HIST	310	Critical Race Studies		3
HIST	420	History Internship		3
HIST	321	Civil Rights Movements		3
HIST	480	Pro Seminar in History		3
HIST	490	Topics in History		3
Choose 22 credit hours of 300 and 400 level history courses				22
Any Approved Electives				18

B.S. IN MATHEMATICS

The B.S. degree program in Mathematics is designed to provide students with a substantial grounding in the theory and applications of mathematics, providing them with the breadth and depth necessary to pursue careers in areas such as actuarial science, insurance, financial investment, computer science, statistics as well as a wide variety of other industrial and government employment. Graduates may also proceed to graduate school to earn higher degrees that will qualify them to seek careers in academia. In our increasingly technological society, persons with quantitative ability and training are in high demand. The program has significant built-in flexibility to allow students to focus their coursework on their desired field of interest.

Joint Degree Math/Engineering Program with St. Louis University

Also, students at Harris-Stowe can pursue a dual degree program in mathematics and engineering with St. Louis University. Various types of engineering are possible, including a computer, mechanical, and civil engineering. Students completing the degree program on schedule can expect to spend three years at Harris-Stowe followed by either two or three years at St. Louis University. Upon completion, students will receive a B.S. in Mathematics from Harris-Stowe and a B.S. in Engineering from St. Louis University.

Students interested in the dual degree program should consult with mathematics faculty to ensure that they select courses to progress through the program efficiently. Students will also want to consult with parties at St. Louis University to inquire about financial aid arrangements for the dual degree program.

Note: The Mathematics Degree is designed to be very flexible. Students are strongly encouraged to seek out the advice of mathematics to customize their degree program.

Admission Requirements for the B.S. Degree in Mathematics

Note: Students must be admitted to the Mathematics degree program to take MATH 0495. Applicants must have:

- Completed 60 credit units of college-level courses
- Completed the Calculus sequence (MATH 0170, 0241, and 0242) with grades of at least C in all courses
- Have a cumulative GPA (CGPA) of at least 2.0 on a 4.0 scale on all courses counted towards the degree program, whether earned at Harris-Stowe or transferred from another accredited institution.

Requirements for Degree Conferral

- To receive the degree, a candidate must:
- Complete a minimum of 120 semester credit hours of college-level coursework.
- Meet all Harris-Stowe State University requirements for a degree.

- Complete the Requirements for a Mathematics Degree Program (See Below)
- Achieve a minimum grade of “C” in all courses counted for Required Course or Program Electives. Note: This is not required for courses counted as Free Electives.
- Complete the last 30 semester hours of coursework at Harris-Stowe.

Note: Special allowances are made for students in the dual degree programs with St. Louis University.

B.S. in Mathematics			
General Education Requirements			42-45
Note: Certain courses, including but not limited to MATH 255, satisfy both General Education and Major requirements.			
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
Pre-admission Requirements			19-21
Note:			
A grade of ‘C’ or better is required in all Pre-Admission courses.			
Exceptionally well-prepared students might be ready to take MATH 170 or MATH 241 without taking previous courses. These students should contact the MNS Department for an assessment of their background. Both MATH 170 and MATH 241 satisfy the General Education requirements for Mathematics.			
Students intending to pursue a dual degree program in Mathematics and Engineering should take PHY 253/252 as part of their General Education curriculum.			
Choose 1			
MATH	140	Trigonometry	3
MATH	165	Precalculus	5
Required Pre-requisites			
MATH	190	Problem-Solving Seminar	1
MATH	170	Calculus I	5
MATH	241	Calculus II	5

B.S. in Mathematics (cont'd)			
Core Major Requirements			24
Must complete all of the following courses with a grade of 'C' or better .			
MATH	201	Discrete Math I	3
MATH	205	Introduction to MATLAB	2
MATH	242	Calculus III	5
MATH	250	Data Analysis and Statistics	3
MATH	255	Introductory Statistics Lab	1
MATH	320	Modern Algebra I	3
MATH	356	Linear Algebra I	3
MATH	361	Differential Equations	3
MATH	495	Capstone Experience in Mathematics	3
Choose 1			
MATH	270	Introduction to Programming	3
CSC	160	Introduction to Computing	3
Any other course in computer programming with Departmental approval.			3
Math Electives			6
Must complete all courses with a grade of 'C' or better .			
Choose 2			
Any MATH course at the 3XX or 4XX level not used to satisfy a core requirement			3
Semi-Electives			6
Must complete all courses with a grade of 'C' or better .			
Choose 2			
Any MATH course at the 3XX or 4XX level not used to satisfy a core requirement			3
CSC	252	Introduction to Data Structures and Algorithms	3
CSC	275	Introduction to Computational Modelling	3
Any course with a PHY prefix of level 300 or higher			3
Any other mathematically relevant course with Departmental Approval			3
Free Electives			20-23
Students may take any college-credit course they wish to complete the 120-unit requirement for graduation. This will typically require 20-23 units of coursework, but this number may be higher or lower depending on individual student circumstances.			

CERTIFICATES IN GEOSCIENCES AND GEOSPATIAL INTELLIGENCE (GEOINT)

St. Louis is becoming the innovation capital for geospatial technologies and applications. From the starting place of the Lewis and Clark Expedition to the selection of North St. Louis City as the new headquarters for the National Geospatial-Intelligence Agency (NGA), St. Louis has secured its prominence in the geospatial sector. Harris-Stowe State University (HSSU) is pleased to grow the next generation of geospatial practitioners by offering its students, from the many schools and disciplines across campus, certificates in geosciences and Geospatial Intelligence, or GEOINT. According to the United States Code, Title 10, section 467, "term 'geospatial intelligence' means the exploitation and analysis of imagery and geospatial information to describe, assess, and visually depict physical features and geographically referenced activities on or about the earth. Geospatial intelligence consists of imagery, imagery intelligence, and geospatial information." HSSU and its students will lead the way in the growth and application of geospatial technologies in the St. Louis region and beyond.

HSSU offers two certificates with overlapping requirements: a 15-credit hour HSSU Certificate in Geosciences, and a 21-credit hour US Geospatial Intelligence Foundation (USGIF) accredited GEOINT certificate. The mission of the USGIF is to promote the geospatial intelligence tradecraft, and to develop a stronger community of interest between government, industry, academia, professional organizations, and individuals who share a mission focused on the development and application of geospatial intelligence to address national security objectives.

HSSU's certificates emphasize the multidisciplinary nature of geosciences and GEOINT. As such, HSSU encourages students from the College of Arts and Science, the College of Education, and the College of Business to acquire these certificates.

Benefits of getting these certificates at HSSU include:

- **Job marketability:** The courses in these certificates will prepare students for careers in the growing geospatial ecosystem in St. Louis. HSSU's proximity to the Next NGA Campus West (N2W) provides students the opportunity to apply to internships and careers with the NGA. Additionally, the growing geospatial technology sector will be seeking qualified applicants for positions in St. Louis to participate in the growth and development of these technologies and applications.
- **Outside Accreditation:** Students who meet the requirements of the USGIF GEOINT certificate will obtain a credential that is recognized by premier professional organizations and employers. Potential employers will be assured that applicants from HSSU possess the foundational knowledge required to continue advancing the geospatial tradecraft.

- Real-World Experience: Students will conduct real-world GEOINT research with faculty and partner organizations in the St. Louis region. The results of the projects will have real impact on the community and national security and will prepare students for careers in the geospatial sector.

The mission of HSSU's certificate offerings in geoscience and geospatial intelligence is to empower a diverse student and faculty body to address global challenges through the use of geospatial technologies, and to do so in collaboration with community partners. Throughout the certificate program, students will be encouraged to question the existing body of knowledge, innovate around hard problems, and engage directly with geospatial practitioners in order to advance the geospatial intelligence tradecraft.

Learning Objectives

1. Apply the concepts, techniques, and tools of geodesy, remote sensing, geographic information systems, and analytic processes to address geospatial intelligence challenges.
2. Collect, organize, and analyze geospatial data to solve real-world geospatial challenges.
3. Understand the impact of data quality, analysis, visualization, and presentation on policy making and decision advantage.
4. Demonstrate the critical thinking and empirical evaluation skills to produce geospatial intelligence in a collaborative, multi-disciplinary environment.
5. Communicate verbally, visually, and vocally, the appropriate level of geospatial intelligence detail for multiple audiences and applications.

Certificate Conferral

To receive the USGIF GEOINT Certificate, students must submit to the program director:

- proof of completion of the 21 required credit hours
- a brief essay, describing how their courses and capstone experience met the 4 technical competencies of GEOINT: GIS and analysis tools, remote sensing and imagery analysis, geospatial data management, and data visualization.

Students who complete the requirements for the USGIF GEOINT Certificate will also be awarded the HSSU Certificate in Geosciences.

Students must complete all the USGIF GEOINT Certificate courses with a B average (3.0 GPA) and receive no grade lower than a C on any single program course.

Certificates in Geoscience and Geospatial Intelligence (GEOINT)			
Required for Geosciences			12
GEOG	200	Principles of Geography1 <i>(Can be used to satisfy university general education requirements in addition to the certificate requirement)</i>	3
GEOG	401	Geographic Information Systems <i>(Prerequisite: GEOG 200)</i>	3
GEOG	430	Remote Sensing <i>(Prerequisite: GEOG 200)</i>	3
GEOG	492	Physical Geography <i>(Prerequisite :GEOG 200)</i>	3
Required for GEOINT			18
GEOG	200	Principles of Geography1 <i>(Can be used to satisfy university general education requirements in addition to the certificate requirement)</i>	3
RM	301	Research Methods and Statistics	3
GEOG	401	Geographic Information Systems <i>(Prerequisite: GEOG 200)</i>	3
GEOG	430	Remote Sensing <i>(Prerequisite GEOG 200)</i>	3
GEOG	492	Physical Geography <i>(Prerequisite :GEOG 200)</i>	3
GEOG	420	GEOINT Capstone <i>(Prerequisite: all six - required and elective - courses indicated.)</i>	3
Analytic Electives for both Geosciences and GEOINT Choose 1			
BIO	420	Spatial Ecology <i>(Prerequisite: GEOG 401, BIO 303)</i>	3
CRJ	4XX	Spatial Analysis of Crime <i>(Prerequisite: GEOG 401)</i>	3
GEOG	425	Urban Geography <i>(Prerequisite: GEOG 401)</i>	3
POSC	420	GEOINT and National Security <i>(Prerequisite: GEOG 401)</i>	3
MATH	4XX	Spatial Statistics <i>(Prerequisite: MATH 336)</i>	3
SOC	425	Mapping for Change <i>(Prerequisite: GEOG 401)</i>	3
MIS	461	Urban Analytics and Smart Cities <i>(Prerequisite: GEOG 401)</i>	3

Certificate in Urban Agriculture			
Certificate Requirements			15
BSAD	302	Entrepreneurship	3
BIO	404	Internship in Sustainability	3
BIO	205	Current trends in Urban Agriculture and the Edible Landscape	3
BIO	211	Field work in Sustainable Urban Agriculture Production	3
Electives			3
At least 3 semester credit hours of courses from the following course list			
BIO	207	Seasonal Production and Food Preservation	3
BIO	213	Green House Management/ Operation/ Hydroponic Gardening	3
BIO	214	Diagnosing and Treating Disease in Urban Agriculture	3
BIO	217	Principles of Horticulture	3
BIO	337	Horticulture	3

B.S. IN POLITICAL SCIENCE WITH CONCENTRATIONS IN URBAN POLITICS, PUBLIC POLICY AND ADMINISTRATION, PRE-LAW , AND INTERNATIONAL RELATIONS REQUIREMENTS

A Bachelor of Arts Degree in Political Science requires:

- 42 General education credits
- 2 Credits Institutional Requirements
- 42 Credits to fulfill major requirements
- 18 Credits in area of concentration in Political Science
- 16 Credits that are free electives:

Students can earn 3-6 credit hours if writing a thesis [These credit hours come out of free electives]. A completed senior thesis is not a requirement for students to graduate from the University's Degree program in Political Science but provides an opportunity for students to explore in-depth an area or question that they have developed over their previous three years of study. It is an opportunity to do field and laboratory work, to design a study, bring it to completion, and to contribute new knowledge to a field of study. A senior thesis is undertaken with the close assistance of a thesis advisor who generally has the most expertise in the subject. The thesis advisor helps to develop the research proposal and maintains a reasonable timetable and guides the actual research. The advisor also oversees the preparation of the final paper.

Students can earn 3 credit hours for doing an internship. The Political Science Internship is designed to assist the student in understanding the praxis of Political Science and Public Policy in society. The Internship requires a minimum of ten clock hours per week (no more than 3 clock hours per day). Internship sites will include government agencies, social service agencies/organizations. An Internship course is a requirement for the major. The Faculty of the Department of Social and Behavioral Sciences must approve internship assignments.

The Total Credits in the Degree Program for Political Science required for Graduation is 120 hours.

The number of Free Elective Courses may be reduced if the student elects to write a senior thesis.

Students with a cumulative GPA of 3.0 are eligible for departmental honors in Political Science. Qualified students who seek this option must write an honors thesis under the supervision of a Political Science faculty member.

Gen Ed Requirements [Total of Forty-two (42) Semester Credit Hours]

- Oral and Written Communication [Nine (9) Semester Credit Hours]
- Computing and Technology [Three (3) Semester Credit Hours]
- Social and Behavioral Sciences [Nine (9) Semester Credit Hours]
- Mathematics/Natural And Physical Science [Twelve (12) Semester Credit Hours. The Mathematics Course Must Be Math 0150 – Introduction To Statistics]
- Social And Behavioral Sciences [Nine (9) Semester Credit Hours]
- POSC480 Political Science Internship 3 [Core Requirement] Prerequisite: last TWO semesters of the student's senior year.
The Political Science Internship is designed to assist the student in understanding the praxis of Political Science and Public Policy in society.
- POSC0485 Political Science Senior Thesis [3-6 Credit hours. Optional Requirement] Prerequisite: last TWO semester of the student's senior year.

A completed senior thesis is not a requirement for students to graduate from the University's Degree program in Political Science but provides an opportunity for students to explore in-depth an area or question that they have developed over their previous three years of study. It is an opportunity to do field and laboratory work, to design a study, bring it to completion, and to contribute new knowledge to a field of study.

A senior thesis is undertaken with the close assistance of a thesis advisor who generally has the most expertise in the subject. The thesis advisor helps to develop the research proposal and maintains a reasonable timetable and guides the actual research. The advisor also oversees the preparation of the final paper.

B.S. in Political Science with Concentrations in Urban Politics, Public Policy And Administration, Pre-Law , and International Relations			
General Education Requirements			42
Institutional Requirements			2
Core Requirements in Political Science for all Concentrations			42
HIST	318	American Foreign Policy	3
PADM	330	Introduction to Public Administration	3
PADM	420	Policy Implementation and Evaluation	3
POSC	103	Introduction to Political Science	3
POSC	203	Introduction to Comparative Politics	3
POSC	314	Policy Analysis	3
POSC	370	World Affairs	3
POSC	380	Public Policy	3
POSC	390	Urban Politics	3
POSC	405	International Political Economy	3
POSC	480	Political Science Internship The Political Science Internship is designed to assist the student in understanding the praxis of Political Science and Public Policy in society.	3
RM	300	Research Writing	3
RM	301	Research Methodology and Statistics	3
RM	302	Research Design and Statistics	3
Free Electives			16

B.S. in Political Science with Concentrations in Urban Politics, Public Policy And Administration, Pre-Law , and International Relations (cont'd)			
Requirements for Concentration in Urban Politics			18
GEOG	435	Political Geography	3
PADM	440	Public Sector Economics	3
URST	490	Topics in Urban Studies	3
POSC	313	State and Regional Politics	3
POSC	402	Political Theory	3
URST	400	Urban Planning	3
Free Electives (May include the following options)			16
POSC	485	Political Science Senior Thesis	3-6
POSC	490	Topics in Political Science	3
URST	490	Topics in Urban Studies	3
Free Electives			4-10
Requirements for Concentration in Public Policy Administration			18
MATH	336	Statistical Computing	3
PADM	440	Public Sector Economics	3
POSC GEOG	312 401	Geographic Information Systems	3
POSC	402	State and Regional Politics	3
URST	400	Political Theory	3
Free Electives (May include the following options)			16
POSC	485	Political Science Senior Thesis	3-6
POSC	490	Topics in Political Science	3
URST	490	Topics in Urban Studies	3
Free Electives			4-10
Requirements for Concentration in International Relations			18
GEOG	435	Political Geography	3
MATH	336	Statistical Computing	3
POSC	310	Terrorism and Homeland Security	3
POSC	402	Political Theory	3
POSC	403	Studies in Globalization	3
POSC	404	Politics of Development	3
Free Electives (May include the following options)			16
POSC	485	Political Science Senior Thesis	3-6
POSC	490	Topics in Political Science	3
POSC	323	The American Presidency	3
Free Electives			4-10

B.S. in Political Science with Concentrations in Urban Politics, Public Policy And Administration, Pre-Law , and International Relations (cont'd)

Requirements for Concentration in Pre-Law			18
PL	100	Introduction to Law	3
PL	101	Introduction in Trial Advocacy	3
PL	120	Introduction to Legal Careers	3
PL	121	Introduction to Legal Research and Writing	3
PL	122	Introduction to Legal Analysis	3
PL	130	Issues in Law	3
PL	131	Foundations of Law	3-6
Free Electives			16

B.A. IN PSYCHOLOGY

The goal of the B.A. degree in Psychology is to provide students a broad overview of the field, an introduction to scientific methodology and core concepts, a history of the field, as well as possible specialization areas. Graduates will be prepared to proceed to graduate studies in psychology or work at the undergraduate level in support or non-clinical roles. The American Psychological Association lays out five distinct fundamental learning goals for the undergraduate in psychology major, which we follow at Harris-Stowe State University. These are: Knowledge Base in Psychology, Scientific Inquiry and Critical Thinking, Ethical and Social Responsibility in a Diverse World, and Professional Development.

Requirements for the B.A. in Psychology

- A minimum of 120 semester credit hours overall.
- A minimum of 60 semester credit hours must be earned at an accredited four-year institution.
- The last 30 credit hours counted towards the degree must be earned at HSSU.
- Students must earn a grade of "C" or better in the core courses and electives in Psychology Program, as well as a cumulative GPA of a 2.0 to graduate.

Admission Requirements to B.A. Psychology Degree

Students may be admitted to the B.A. degree in Psychology program upon successful completion of general education requirements.

B.A. in Psychology

The following courses must be completed:			
General Education Core Requirements			44
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
Social and Behavioral Sciences (9 Credit Hours)			9
Choose 1			
HIST	143	United States History I	3
HIST	144	United States History II	3
Choose 1			
PSY	100	General Psychology	3
PSYC	100	Introduction to Psychology	3
SOC	100	Introduction to Sociology	3
GEOG	200	Principles of Geography	3
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
EDUC	214	Principles of Economics	3
POSC	203	Introduction to Comparative Politics	3
URST	100	Introduction to Urban Studies	3
Required			
POSC	200	American Government Survey	3
Oral and Written Communication (9 Credit Hours)			9
ENG	101I	English Composition I	3
ENG	110 II	English Composition II	3
SPC	109	Introduction to Public Speaking	3
PSYC	100	Introduction to Psychology	3

B.A. in Psychology (cont'd)			
Natural Sciences: Minimum from at least two (2) disciplines, including one course component.			8
<i>Life Science</i>			
BIO	131	Introduction to Biology (online)	3
BIO	141	Principles of Biology	3
BIO	151	Biology Survey I (Science Majors only)	3
<i>Chemistry</i>			
CHEM	151	Fundamentals of Chemistry	3
CHEM	255	General Chemistry Lecture (Science Majors and 3/3 Engineering)	3
<i>Physical Science</i>			
PHSC	151	Physical Science Survey Lecture	3
PHY	251	General Physics: Mechanics Lecture	3
PHY	253	Physics Mechanics - Calculus based Engineering	3
GEOL	250 I	General Geology	3
MET	250	Introduction to Meteorology	3
One Lab Required			
BIO	132	Introduction to Biology Lab (online)	2
BIO	142	Principles of Biology Lab (online)	2
BIO	152	Biology Survey I Lab (Science Majors Only)	2
CHEM	152	Fundamentals of Chemistry Lab	2
CHEM	256	General Chemistry I Lab	2
PHSC	152	Physical Science Lab	2
PHY	252	General Physics Mechanics Lab	2
Mathematical Sciences (3 Credit Hours Minimum)			3
EDUC	120	Structures of Math Systems (For Education Majors)	3
MATH	135	College Algebra (Math and Science Majors)	3
MATH	165	PreCalculus*	3
MATH	170	Calculus I	3
RM	150	Introduction to Statistics (For Social Science Majors)	3
Choose 1			
MATH	225	Introductory Statistics Lab (Math and Science Majors)	3
CED	104	Introduction to Computing / Technology	1
(*) MATH 165 is equivalent to MATH 135 and MATH 140			

B.A. in Psychology (cont'd)			
Humanities and Fine Arts			9
Choose 1			
ENG	203	English Composition I	3
SPAN	160 II	Introduction to Spanish Lang/Culture I	3
HIST	213	World History I	3
HIST	214	World History II	3
Choose 1			
ART	150	Introduction to Art	3
ART	200	Art History, Theory, and Criticism	3
MUS	206	Basic Music	3
MUS	223	African American Music	3
MUS	302I	Music History and Literature I	3
MUS	302II	Music History and Literature II	3
THR	100	Theatre Appreciation	3
Humanities and Fine Arts (cont'd)			9
Choose 1			
PHIL	100	Introduction to Logical Thinking	3
PHIL	101	Introduction to Philosophy	3
PHIL	102	Introduction to Ethics	3
Total General Education Credit Requirements (May add additional hours over minimums)			44
Psychology Core Requirements Grade "C" or higher must be earned in all core courses			9
PSY	100	Introduction to Psychology	3
PSY	120	Seminar in Psychology	2
PSYC	220	Research Writing	3
RM	301	Research Methodology and Statistics	3
PSYC	340	Statistical Methods in Psychology	3
PSYC	200	Developmental Psychology	3
PSYC	260	Social Psychology	3
PSYC	270	Cognitive Psychology (name change from Human Cognition)	3
PSYC	300	Abnormal Psychology	3
PSYC	3XX	Biological Bases of Behavior (New class)	3
BIO	151	Biology Survey Lecture	3
CHEM	151	Fundamental in Chemistry Lecture	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.A. in Psychology (cont'd)

Psychology Electives			22
Grade "C" or higher must be earned in all core courses			
PSYC	210	Child and Adolescent Development	3
PSYC	215	Psychopathology	3
PSYC	225	Psychology of Crime & Delinquency	3
PSYC	230	Introduction to Clinical Psychology	3
PSYC	265	Psychology of Women	3
PSYC	275	Industrial & Organizational Psychology	3
PSYC	285	Drugs & Behavior	3
PSYC	305	Forensic Psychology	3
PSYC	320	Psychology of Prejudice	3
PSYC	335	Psychology of African Americans	3
PSYC	360	Cognitive Neuroscience	3
PSYC	301	Animal Behavior	3
PSYC	4XX	Consumer Behavior	3
PSYC	3XX	Sensation & Perception	3

Minor in Psychology

The minor in Psychology requires the completion of the courses listed below in addition to General Education and Major requirements.

PSYC	300	Abnormal Psychology	3
PSYC	320	Psychology of Prejudice	3
PSYC	335	Psychology of African Americans	3
PSYC	3XX/ 4XX	300-400 level elective	3

B.S. in Sociology

General Education Requirements			42
Required Core Sociology Courses			24
RM	300	Research Writing	3
RM	301	Research Methods and Statistics	3
RM	302	Research Design and Statistics	3
SOC	210	Race, Class, and Gender	3
SOC	365	Alcohol, Drugs, and Society	3
SOC	411	History of Social Thought	3
SOC	481	Sociology Internship	3
SOC	485	Senior Seminar in Sociology	3
Concentration - Law/Justice/Society			27
SOC	380	Inequality and Punishment	3
SOC	285	Gender, Sexuality, Society and Body	3
SOC	300	Social Justice	3
SOC	340	Social Problems	3
SOC	350	Criminology	3
SOC	355	Social Deviance	3
SOC	360	Sociology of Law	3
SOC	470	Soc. Power/Coalition/Decision-Making	3
SOC	480	Critical Theory	3
Concentration - Law/Justice/Society (cont'd)			27
Total electives 200/300/400			27
Concentration - Urban Sociology			27
URST	302	The Urban Agenda	3
SOC	310	Urban Sociology	3
Choose 21 Credit Hours from the Following			21
GEOG	325	Urban Geography	3
HIST	300	History of the American City	3
POSC	390	Urban Politics	3
POSC	391	Urban Politics and Public Policy	3
SOC	460	Economic Sociology	3
URST	310	Megatrends and the Future of the City	3
URST	400	Urban Planning	3
URST	401	Urban Development	3
Total electives 200/300/400			27

B.S. in Sociology (cont'd)			
Concentration - Social Justice			24
SOC	370	Social Change	3
SOC	295	Race and Ethnic Relations	3
Choose 21 Credit Hours from the Following			21
HIST	301	A Multi-Cultural History of the US	3
SOC	285	Gender, Sexuality, Society and Body	3
HIST	306	African American History	3
SOC	375	Sociology of Hip-Hop, History	3
HIST	382	History of Social Movements in the US	3
ORB	300	Information and Communication Systems	3
ORB	302	Group and Communication Dynamics	3
POSC	380	Public Policy	3
SOC	310	Urban Sociology	3
SOC	340	Social Problems	3
SOC	470	Social Power/Coalition/Decision-Making	3
Total electives 200/300/400			27

B.S. DEGREE IN SUSTAINABILITY AND URBAN ECOLOGY

The goal of the Bachelor of Science degree in SUE is to provide students the knowledge, tools, and skills in the contemporary and growing field of sustainability and urban ecology, allowing them to enter careers in environmental or green jobs, as well as to pursue graduate studies in the field or related technical fields. The students must choose one of three areas of concentration: Science (biology-chemistry), Urban Agriculture, or Computational and Physical Science. Graduates can pursue further studies in environmental science, horticulture ecology, botany, wildlife management, nutrition, environmental technology, statistics, sustainability, etc. Additionally, the students will acquire computational and/or statistical skills through the program that will prepare them for technical jobs involving data analysis.

Requirements of B.S. Degree in SUE

- A minimum of 120 semester credit hours is required for the concentration areas of Science (Biology Chemistry), Urban Agriculture, and Computational and Physical Science.
- A minimum of 60 semester credit hours must be earned at an accredited four-year institution; • The last 30 semester credit hours counted toward the degree must be earned at HSSU.

- All candidates for the B.S. in SUE degree must have an overall GPA of C or better. They also should have an average GPA of C or better in both their pre-admission courses and their core courses. Additionally, they must have a C or better in each of the courses (required and elective) of their concentration area (15-16 hrs.).
- All candidates for the B.S. in SUE degree must take an assessment exam in the senior year.

Admission Requirements to Degree Programs

Students may be admitted to the B.S. degree in the SUE program upon successful completion of the pre-admission requirements with an average grade for pre-admission courses being a "C" or better. Students must be admitted to the program or have successfully completed all pre-admission requirements to take 300- or 400-level biology or math courses.

B.S. Degree in Sustainability and Urban Ecology			
General Education Core Requirements			42
Institutional Requirements (pick 1 of the following)			1
HSSU	100	Seminar in Higher Education	1
HSSU	300	Topics in Higher Education	1
Institutional Requirements			
LANG	100	Basic Conversational Foreign	1
Total Institutional Credit Requirements			2
Prerequisites			17
17 semester credit hours, of which 14 to 17 will satisfy General Education requirements. Students in the SUE program must take the following courses before admission to the program.			
BIO	151	Biology Survey Lecture	3
BIO	152	Biology Survey Lab	2
GEOG	200	Principles of Geography	3
MATH	250	Statistics and Data Analysis	3
POSC	200	American Government Survey	3
Choose 1			
PHIL	200	Introduction to Logical Thinking	3
SOC	100	Introduction to Sociology	3
ECON	203	Microeconomics	3
Note: BIO 0141 may be substituted for BIO 0151 with a grade of B or better and departmental permission.			
Computational and Physical Science Concentration Students must take PHY 2521/ PHY 253 and MATH 165 as part of the core.			

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.S. Degree in Sustainability and Urban Ecology (cont'd)

Core Course Requirements			29-33
3 of these credit hours (CHEM/PHY) may be taken as Gen. Ed. Science credits.			
BIO	153	Biology Survey II (Lec.)	3
BIO	154	Biology Survey II (Lab)	2
BIO	204	Introduction to Sustainability	3
BIO	313	Environmental Science	3
Choose 1			
SUE	324	Environmental Policy	3
BIO	324	Environmental Policy	3
Required			
BIO	491	Senior Synthesis in Sustainability and Urban Ecology	3
Choose 1			
CHEM	255	General Chemistry I	3
PHY	251	General Physics Mechanics (Alg. Based)	3
PHY	253	General Physics Mechanics (Calculus Based)	3
Required			
GEOG	401	Geographic Information Systems	3
17 semester credit hours, of which 14 to 17 will satisfy General Education requirements. Students in the SUE program must take the following courses before admission to the program.			
Choose 1			
MATH	135	College Algebra	3
MATH	165	Precalculus	5
Choose 1			
BSAD	203	Applied Calculus	3
MATH	170	Calculus and Analytic Geometry I	5

B.S. Degree In Sustainability and Urban Ecology (cont'd)

Skills Electives			9-10
Choose courses from the following list. Students in the Computational and Physical Sciences concentration must take CSC 233 or other programming courses with departmental approval as part of their Skills' Offerings.			
CSC	233	Introduction to C# Programming	3
BIO	404	Internship in Sustainability	3
MATH	255	Introductory Statistics Lab	1
MATH	336	Statistical Computing	3
MIS	207	Object-Oriented Programming	3
MIS	310	Introduction to Computer Graphics	3
MIS	311	Advanced Computer Graphics	3
PHY	252	General Physics Mechanics lab	3
RM	300	Research Writing	3
RM	432	Grant Writing and Administration	3
RM	301	Research Design and Statistics	3
RM	302	Research Design and Statistics II	3
Science (Biology/Chemistry) Concentration			32
A grade of C or better must be obtained in each course (required and elective) taken from this list.			
Required Courses			10
BIO	303	Ecology (Lecture)	3
BIO	311	Ecology (Lab)	2
BIO	316	Urban Ecosystems (Lecture)	3
BIO	317	Urban Ecosystems (Lab)	2
Electives: 5 credit hours required at least 3 hrs. must be at 300-400 level			5
BIO	201	Plants and People	3
BIO	202	Cell Biology	3
BIO	203	Nutrition	3
BIO	224	Ornithology	3
BIO	230	Local Flora	3
BIO	312	Microbiology (Lecture)	3
BIO	318	Urban Health Science	3
BIO	332	Microbiology (Lab)	2
BIO	402	Conservation Biology	3
BIO	490	Topics in Biology	1-3

B.S. Degree in Sustainability and Urban Ecology (cont'd)			
Science (Biology/Chemistry) Concentration (cont'd)			
CHEM	256	General Chemistry II (Lecture)	3
CHEM	257	General Chemistry II (Lab)	2
CHEM	301	Environmental Chemistry	3
STEM/Business/Policy Electives			8-10
At least 8 semester credit hours of courses from the following course list			
URST	301	The City	3
URST	302	Urban Agenda	3
URST	310	Megatrends and the Future of City	3
URST	400	Urban Planning	3
URST	410	Urban Development	3
POSC	380	Public Policy	3
POSC	390	Urban Politics	3
BIO	323	Ecological Economics	3
SOC	310	Urban Sociology	3
BSAD	220	Legal Environment of Business	3
BSAD	225	Diversity and Business Ethics	3
BSAD	302	Entrepreneurship	3
HCM	300	Health Care Systems	3
HCM	400	Health Care Law and Ethics	3
BIO	200	Botany	3
BIO	207	Seasonal Production and Food Preservation	3
BIO	211	Fieldwork in Sustainable Urban Agriculture Production	3
BIO	217	Principles of Horticulture	3
BIO	213	Greenhouse Management /Operation/ Hydroponic Gardening	3
BIO	214	Diagnosing and Treating Disease in Urban Agriculture	3
BIO	337	Horticulture	3
BIO	211	Fieldwork in Sustainable Urban Agriculture Production	3
BIO	217	Principles of Horticulture	3
BIO	213	Greenhouse Management /Operation/ Hydroponic Gardening	3
BIO	214	Diagnosing and Treating Disease in Urban Agriculture	3
BIO	337	Horticulture	3

B.S. Degree in Sustainability and Urban Ecology (cont'd)			
Science (Biology/Chemistry) Concentration (cont'd)			
STEM/Business/Policy Electives (cont'd)			
PHY	311	Science of Energy (Lec. & Lab)	3
PHY	304	Energy Science (Lecture)	3
PHY	305	Energy Science (Lab)	2
MATH	301	Biostatistics	3
MATH	201	Discrete Math. I	3
MATH	241	Calculus & Analytic Geom.II	5
MATH	315	Discrete Math II	4
MATH	330	Mathematical Probability	3
MATH	350	Topics in Applied statistics	3
MATH	356	Linear Algebra 1	3
MATH	361	Differential Equations	3
MATH	403	Math. Modeling in Urban Ecol.	
Free Electives			7-14
Urban Agriculture Concentration			33
A grade of C or better must be obtained in each course (required and elective) taken from this list.			
Required Courses			9
BIO	205	Current trends in Urban Agriculture and the Edible Landscape	3
BIO	211	Field work in Sustainable Urban Agriculture Production	3
BIO	337	Horticulture	3
Electives			7
At least 4 hours should be taken at the 300 level. A grade of C or better must be obtained in each course (required and elective) taken from this list.			
BIO	200	Botany	3
BIO	201	Plants and People	3
BIO	203	Nutrition	3
BIO	207	Seasonal Production and Food Preservation	3
BIO	213	Greenhouse Management/Operation/ Hydroponic Gardening	3
BIO	214	Diagnosing and Treating Disease in Urban Agriculture	3
BIO	217	Principles of Horticulture	3
BIO	303	Ecology (Lecture.)	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.S. Degree in Sustainability and Urban Ecology (cont'd)

Urban Agriculture Concentration (cont'd)			
Electives (cont'd)			7
BIO	311	Ecology (Lab)	2
BIO	316	Urban Ecosystems (Lecture)	3
BIO	317	Urban Ecosystems (Lab)	2
BIO	318	Urban Health Science	3
BIO	490	Topics in Biology	1-3
STEM/Business/Policy Electives			8-10
At least 8 semester credit hours of courses from the following course list			
URST	301	The City	3
URST	302	Urban Agenda	3
URST	310	Megatrends and the Future of City	3
URST	400	Urban Planning	3
URST	410	Urban Development	3
POSC	380	Public Policy	3
POSC	390	Urban Politics	3
BIO	323	Ecological Economics	3
SOC	310	Urban Sociology	3
BSAD	220	Legal Environment of Business	3
BSAD	225	Diversity and Business Ethics	3
BSAD	302	Entrepreneurship	3
HCM	300	Health Care Systems	3
HCM	400	Health Care Law and Ethics	3
BIO	202	Cell Biology	3
BIO	224	Ornithology	3
BIO	230	Local Flora	3
BIO	312	Microbiology (Lecture)	3
BIO	332	Microbiology (Lab)	2
BIO	402	Conservation Biology	3
CHEM	256	General Chemistry II (Lecture)	3
CHEM	257	General Chemistry II (Lab)	2
CHEM	301	Environmental Chemistry	3
PHY	311	Science of Energy (Lec. & Lab)	3
PHY	304	Energy Science (Lecture)	3
PHY	305	Energy Science (Lab)	2

B.S. Degree in Sustainability and Urban Ecology (cont'd)

Urban Agriculture Concentration (cont'd)			
STEM/Business/Policy Electives (cont'd)			
MATH	301	Biostatistics	3
MATH	201	Discrete Math. I	3
MATH	241	Calculus & Analytic Geom.II	5
MATH	315	Discrete Math II	4
MATH	330	Mathematical Probability	3
MATH	350	Topics in Applied statistics	3
MATH	356	Linear Algebra 1	3
MATH	361	Differential Equations	3
MATH	403	Math. Modeling in Urban Ecol.	
Free Electives			7-13
Computational and Physical Science Concentration			32
A grade of C or better must be obtained in each course (required and elective) taken from this list.			
Required Courses			9
PHY	304	Energy Science (Lecture)	3
MATH	301	Biostatistics	3
MATH	403	Modeling Urban Ecology	3
Electives			6
At least 4 hours should be taken at the 300 level. A grade of C or better must be obtained in each course (required and elective) taken from this list.			
MATH	201	Discrete Math. I	3
MATH	241	Calculus & Analytic Geom.II	5
MATH	315	Discrete Math II	4
MATH	330	Mathematical Probability	3
MATH	350	Topics in Applied statistics	3
MATH	356	Linear Algebra 1	3

B.S. Degree in Sustainability and Urban Ecology (cont'd)			
Computational and Physical Science Concentration (cont'd)			
STEM/Business/Policy Electives			8-10
At least 8 semester credit hours of courses from the following course list			
URST	301	The City	3
URST	302	Urban Agenda	3
URST	310	Megatrends and the Future of City	3
BIO	213	Greenhouse Management/Operation/ Hydroponic Gardening	3
BIO	217	Principles of Horticulture	3
BIO	224	Ornithology	3
BIO	230	Local Flora	3
BIO	303	Ecology (Lecture.)	3
BIO	311	Ecology (Lab)	2
BIO	312	Microbiology (Lecture)	3
BIO	332	Microbiology (Lab)	2
BIO	316	Urban Ecosystems (Lecture)	3
BIO	317	Urban Ecosystems (Lab)	2
BIO	318	Urban Health Science	3
BIO	337	Horticulture	3
BIO	402	Conservation Biology	3
BIO	490	Topics in Biology	1-3
CHEM	256	General Chemistry II (Lecture)	3
CHEM	257	General Chemistry II (Lab)	2
CHEM	301	Environmental Chemistry	3
Free Electives			7-10

B.S. in Urban Affairs with a Concentration in Public Administration			
General Education Requirements			42
Pre-Program Requirements Courses are required here or as part of the General Education requirements.			
ACCT	201	Financial Accounting, I	3
ACCT	204	Managerial Accounting	3
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
GEOG	200	Principles of Geography	3
Choose 1			
HIST	143	U.S. History I	3
HIST	144	U.S. History II	3
Required			
PSY	100	General Psychology	3
SOC	100	Introduction to Sociology	3
Degree Core Requirements. Courses may be used in only one category.			
Social Systems (any three credits)			
ORB	300	Information and Communication Systems	3
ORB	420	Organization Analysis and Systems	3
POSC	370	World Affairs (International Affairs)	3
SOC	300	Social Justice	3
SOC	411	History of Social Thought	3
SOC	450	Social Stratification	3
SOC	470	Social-Power Coalitions and Decision-Making	3
Research Methodology (nine credits required)			
RM	300	Research Writing	3
RM	301	Research Methodology	3
RM	302	Research Design and Statistical Analysis	3
The Metropolitan Studies (any six credits)			
GEOG	325	Urban Geography	3
HIST	300	History of the American City	3
SOC	310	Urban Sociology	3
URST	301	The City	3
URST	310	Megatrends and the Future of the City	3
URST	400	Urban Planning	3
Political and Economic Issues (any six credits)			
ORB	410	Game Theory	3

COLLEGE OF ARTS & SCIENCES DEGREE PROGRAM REQUIREMENTS

B.S. in Urban Affairs with a Concentration in Public Administration (cont'd)

Political and Economic Issues (any six credits) (cont'd)			
POSC	380	Public Policy	3
SOC	300	Social Justice	3
SOC	340	Social Problem	3
SOC	360	Sociology of Law	3
SOC	480	Critical Theory	3
Public Administration Required Courses			
PADM	330	Introduction to Public Administration	3
PADM	410	Fiscal Budgeting	3
PADM	480	Public Administration Senior Synthesis	3
PADM	485	Public Administration Internship	3
PADM	490	Topics in Public Administration	3
PADM	380	Public Administration Senior Synthesis	3
POSC	380	Public Policy	3
POSC	390	Urban Politics	3
SOC	460	Economic Sociology	3
Public Administration Option Course Electives Fiscal Administration (any six credits)			
ORB	410	Game Theory	3
PADM	440	Economics of the Public Sector	3
PADM	450	Administrative Law	3
RM	432	Grant Writing and Administration	3
URST	302	The Urban Agenda	3
Public Management (any six credits)			
ORB	300	Information and Communication Systems	3
ORB	420	Organization Analysis and Systems	3
PADM	420	Policy Implementation and Evaluation	3
SOC	360	Sociology of Law	3
SOC	470	Social-Power Coalitions and Decision-making	3

B.S. in Urban Affairs with a Concentration in Urban Studies

General Education Requirements	42
Program Requirements. Courses are required here or as part of the General Education requirements not met by the Associate Arts Degree, if any.	

B.S. in Urban Affairs with a Concentration in Urban Studies (cont'd)

Any 1XX/2XX Social Science Course		3	
Any 01XX/02XX Social Science Course		3	
ECON	203	Microeconomics	3
ECON	204	Macroeconomics	3
GEOG	200	Principles of Geography	3
Choose 1			
HIST	143	U.S. History I	3
HIST	144	U.S. History II	3
Required			
PSY	100	General Psychology	3
SOC	100	Introduction to Sociology	3
Degree Core Requirements. Courses may be used in only one category.			
Social Systems (any three credits)			
ORB	300	Information and Communication Systems	3
ORB	420	Organization Analysis and Systems	3
POSC	370	World Affairs (International Affairs)	3
SOC	300	Social Justice	3
SOC	411	History of Social Thought	3
SOC	450	Social Stratification	3
SOC	470	Social-Power Coalitions and Decision-Making	3
Research Methodology (nine credits required)			
RM	300	Research Writing	3
RM	301	Research Methodology	3
RM	302	Research Design and Statistical Analysis	3
The Metropolitan Studies (any six credits)			
GEOG	325	Urban Geography	3
HIST	300	History of the American City	3
SOC	310	Urban Sociology	3
URST	301	The City	3
URST	310	Megatrends and the Future of the City	3
URST	400	Urban Planning	3
Political and Economic Issues (any six credits)			
ORB	410	Game Theory	3
POSC	380	Public Policy	3
SOC	300	Social Justice	3
SOC	340	Social Problem	3

B.S. in Urban Affairs with a Concentration in Urban Studies (cont'd)
Political and Economic Issues (any six credits) (cont'd)

SOC	360	Sociology of Law	3
SOC	480	Critical Theory	3

Urban Studies Required Courses

URST	100	Introduction to Urban Studies	3
HIST	300	History of the American City	3
POSC	390	Urban Politics	3
SOC	310	Urban Sociology	3
SOC	460	Economic Sociology	3
URST	301	The City	3
URST	309	Segregation by Design	3
URST	480	Urban Studies Internship	3
URST	485	Urban Studies Senior Synthesis	3
URST	490	Topics in Urban Studies	1

Urban Studies Option Course Electives
Social Issues (any three credits)

SOC	340	Social Problems	3
SOC	350	Criminology	3
SOC	360	Sociology of Law	3
SOC	450	Social Stratification	3
URST	309	Segregation by Design	3

Urban Economics (any three credits)

ORB	410	Game Theory	3
PADM	400	Risk Management	3
PADM	410	Fiscal Budgeting	3
URST	302	The Urban Agenda	3

Urban Politics (any three credits)

PADM	420	Policy Implementation and Evaluation	3
PADM	450	Administrative Law	3
SOC	300	Social Justice	3
SOC	470	Social-Power Coalitions and Decision-making	3
SOC	480	Critical Theory	3

Urban Form (any three credits)

GEOG	325	Urban Geography	3
URST	310	Megatrends and the Future of the City	3
URST	400	Urban Planning	3
URST	401	Urban Development	3
URST	309	Segregation by Design	3



HONORS COLLEGE

MISSION STATEMENT

The Honors College at Harris-Stowe State University strives to enhance the academic and social standing of its students through a challenging yet rewarding curriculum that will help shape and maintain a well-rounded scholar.

The Harris-Stowe State University Honors College offers high aptitude students the opportunity to participate in a challenging yet rewarding academic experience exploring the breadth and depth of the University curriculum. Honors College students broaden critical thinking skills, learn how to conduct independent research, and serve as leaders and agents of change within a global community.

BRIEF OVERVIEW

The Harris-Stowe State University Honors College offers high aptitude students the opportunity to participate in a challenging yet rewarding academic experience. Honors College students participate in the National Association of African American Honors Programs Conference, travel-study trips, banquets, symposiums, and the Honda Campus All-Stars Challenge Team. Honors College students forge bonds with each other and their professors as they build their academic and professional profiles.

ADMISSIONS REQUIREMENTS

To apply to the Honors College, students should complete the online application using the Honors College website application tab. Students who meet one but not both academic requirements for the General Education Honors Option may apply and be provisionally accepted to the Harris-Stowe Honors College.

General Education Honors Option for incoming freshmen:

- cumulative high school GPA of a 3.5 or higher
- ACT score of 23 or higher (while required)
- approval of the Honors Standing Committee Majors Honors Option For Upper-Division Students
- cumulative Harris-Stowe GPA of a 3.5 or higher
- approval of the Honors Standing Committee
- in Good standing status

COURSE REQUIREMENTS

Harris-Stowe Honors students need to accumulate at least 20 credit hours at the Honors Level (H1) prior to completing a degree program. The following courses listed below are general education courses that may be used to meet the 20 credit hours, additional honors level courses are offered every semester and can be found within each degree program curriculum. Faculty advisors can assist in selection and enrollment in honor level courses within your degree program. GPA requirements

- Maintain a GPA of 3.25, cumulative.
- Presidential Scholar Requirements
 - The same as Honors scholars in every aspect unless denoted here.
- Board of Regents Scholar Requirements
 - The same as Honors scholars in every aspect unless denoted here

COMMUNITY SERVICE AND HONORS COLLEGE ACTIVITY REQUIREMENTS

- Participate in Honors activities at HSSU. At least two per Fall/Spring semester. Lead/plan one per year.
- Meet with Honors Advisor/Mentor. At least once per Fall/Spring semester.
- Comply with code of conduct.

REQUESTS FOR HONORS CONFERRAL

- Honors Thesis
- Complete an Honors independent research project/thesis prior to degree completion.

Honors Conferral Required Courses

Students need to accumulate at least 20 General Education credits at the Honors Level. Honors level courses are designated with an H1 Choose from the following			20
Institutional Requirement			
HSSU	100	Seminar in Higher Education	3
Oral and Written Communication			
ENG	110 I	English Composition I	3
ENG	110 II	English Composition II	3
SPCH	109	Introductory Public Speaking	3
Social and Behavioral Sciences			
HIST	143	U.S. History I	3
POSC	200	American Government Survey	3
POSC	201 II	Missouri Constitution	
SOC	100	Introduction to Sociology	3
Valuing			
PHIL	102	Introduction to Ethics	3
Sciences			
BIO	141	Principles of Biology	3
BIO	151	Biology Survey	3
BIO	152	Biology Lab	1
CHEM	255	General Chemistry	3
CHEM	256	General Chemistry Lab	1
Humanities & Fine Arts			
ENG	203	Introduction to Literature	3
ART	150	Introduction to Art	3
Higher Order Thinking			
GEN	200	General Education Synthesis	1



COURSE DESCRIPTIONS

Presented on the following pages are brief descriptions of all courses - not including workshops, seminars, and mini-courses, which may be scheduled from time to time. These descriptions highlight the main content of each course but do not indicate the instructional techniques. In each of the courses listed, the emphasis is placed on a research-based rationale for multicultural education.

Course objectives, instructional methodologies, assessment techniques, etc. are identified in detail in the course syllabus, provided to each student after enrollment in the appropriate course. Periodically, other courses are offered on topics of current interest in addition to the courses identified below.

ACCOUNTING (ACCT)

ACCT 201 Financial Accounting I 3

Prerequisite: ACCT 203

The concepts of the course introduce the complete accounting cycle, accounting for a merchandising business, special journals, accounts receivable, inventory and cost of goods sold, long-term assets, and related topics.

ACCT 204 Managerial Accounting 3

Prerequisite: ACCT 201

The course covers planning, control, managerial decision-making, and introduces job order and process cost systems, capital budgeting procedures, and related topics.

ACCT 300 Federal Income Tax I - Individual 3

Prerequisite: ACCT 201

Study of the U. S. Internal Revenue Code and related problems of measuring taxable individual/personal income and related topics.

ACCT 301 Federal Income Tax II – Corporate 3

Prerequisite: ACCT 300

Study of the U.S. Internal Revenue Code and related problems of measuring taxable business/corporate income and related topics.

ACCT 310 Intermediate Accounting I..... 3

Prerequisite: ACCT 204

The course covers Generally Accepted Accounting Principles (GAAP) concerning topics of financial reporting, the conceptual framework of accounting, financial statements, the statement of cash flow, the revenue cycle, inventories, liabilities, owner's equity, and related topics.

ACCT 315 Intermediate Accounting II 3

Prerequisite: ACCT 310

Covers generally accepted accounting principles in pensions, earnings per share, accounting changes, financial statement analysis, and related topics.

ACCT 320 Cost Accounting I 3

Prerequisite: ACCT 204

This course covers cost accounting systems, job and process cost systems, cost accumulations, planning, and control of costs and related topics.

ACCT 326 Cost Accounting II..... 3

Prerequisite: ACCT 320

Continues the coverage of cost systems, budgeting, standard costs, cost analysis, profit analysis, and related topics.

ACCT 409 Financial Statement Analysis..... 3

Prerequisite: ACCT 315

This course covers management, investor, and creditor processes of analyzing and interpreting financial statements, ratio analysis, trend analysis, performance analysis, future outlooks of business organizations, and related topics.

ACCT 410 Auditing 3

Prerequisite: Senior standing, all 0100, 0200 and 0300 level courses

This course covers topics in professional responsibility as defined by the AICPA and the generally accepted auditing standards. Topics include audit programs, audit reporting, internal control structures, sampling, and related topics.

ACCT 479 Special Topics in Accounting..... 3

Prerequisite: ACCT 315

This course analyzes current events in accounting in terms of historical background, present status, and emerging issues and may be repeated for credit if content differs.

ACCT 495 Accounting Internship..... 3

Prerequisite: Senior standing, all 0100, 0200 and 0300 level courses.

Students must complete a minimum of 90 hours to qualify for an internship. This course is an internship at an approved site and is a practical learning experience in the accounting field designed to bridge the gap between the classroom and the business world.

ART

ART 100 Fundamentals of Design 3

Students will learn to create visual designs by combining the visual art elements in new and unexpected ways.

ART 130 Basic Drawing..... 3

In this course, through a series of assigned exercises, students will become increasingly self-confident in their ability to draw. A variety of media are employed in teaching the basic skills of drawing.

ART 0150 Introduction to Art..... 3

In this course, students are introduced to the richness and variety of visual art forms through acquaintance with works of art in the St. Louis Art Museum, local art galleries, art studios, public buildings, and Laumeier Sculpture Park. Through slides, a required text, and other resources, students will be made aware of the contributions of many different cultures.

ART 200 Art History, Theory, And Criticism 3

This course enables students to examine selected masterpieces of architecture, sculpture, painting, and other forms of visual art against the background of ideas, values, and cultures existing at the time these works were created. Students search for unity within the various historical periods to define styles, develop theories, and engage in art criticism.

ART 201 Introduction to Sculpture..... 3

This class will provide students with introductory information and experiences in a variety of sculptural materials. Students will develop the vocabulary necessary to discuss, critique, and create works of sculpture. The creation and evaluation of unique and meaningful artworks in sculpture will be the focus.

ART 209 Beginning Photography..... 3

This course provides hands-on experience to explore the many aspects of photography with an emphasis on various subjects. There will be experimentation with pinhole photography and the basics of light exposure on photographic material. This class is recommended for all those interested in the basics of photography and teaching children.

ART 300 I Painting 3

Students will explore different approaches to painting using a variety of tools and materials in combination with acrylic paints as the basic media.

ART 302 Advanced Photography..... 3

Prerequisite: ART 0209

Students will use their prior photographic knowledge to become aware of the aesthetics and history of photography and produce a portfolio that exhibits an understanding of art concepts as artists and viewers of art. Students will increase technical competence in shooting and printing 35 mm black and white film.

ART 303 Metalsmithing/ Jewelry..... 3

This course is a beginning metalsmithing/jewelry class. It covers all the basic metalsmithing techniques. Students will explore a variety of design inspirations and complete four projects.

ART 310 Ceramics..... 3

This is a beginning course in the basic methods of ceramic construction, glazing, and firing. Students become familiar with the possibilities and limitations of clay as an art medium.

ART 312 Paper Sculpture 3

Paper sculpture will provide a series of exercises to enable students to use paper in a three-dimensional composition. Students will be exposed to developing ideas in the contemporary paper sculpture industry.

ART 330 Printmaking Process 3

Students will be introduced to the silkscreen process and other basic methods of printmaking.

BIOLOGY (BIO)

BIO 108 Seminar in Neurobiology (Lecture).....1

Prerequisite: None

Topics in Neuroscience Seminar is an undergraduate seminar designed to expose undergraduate students to a broad range of original research currently being performed across the country.

BIO 120 Applications of Biotechnology (Lecture).....1

Prerequisite: None

BIO 0120 is a seminar for freshman and transfer biology majors focused on how cells and cellular products are used in a diverse array of fields of biology. It is required for biology majors. Students will discuss current developments in biotechnology and the skills, research interests, and applications of biotechnology. Both written and oral communication skills will be stressed.

BIO 131 Introduction To Biology (Lecture)..... 3

Concurrent enrollment: BIO 132

Prerequisite: None

BIO 131 is an online lecture that complements the BIO 0132 online lab course designed for non-biology majors enrolled in online degree programs. The course provides an overview of biological sciences and satisfies a general education requirement in the natural sciences. The basic topics covered include characteristics of life, biomolecules, various levels of organization of living systems (cells to ecosystems), enzymes and energy, genes, gene expression and regulation, and the basic principles of evolution and ecology. (ON-L)

BIO 132 Introduction to Biology (Laboratory)..... 2

Concurrent enrollment: BIO 0131

Prerequisite: None

BIO 132 is an online lab course that complements the BIO 0131 lecture course designed for non-biology majors enrolled in an online degree program. The course provides an overview of biology and satisfies a general education requirement in the natural sciences. Basic topics covered include the scientific method, chemical composition of cells, energy and enzymes, cell cycle, basic human anatomy and physiology, basic Mendelian genetics and patterns of inheritance, and basic principles of ecology and evolution. (ON-L)

BIO 141 Principles Of Biology (Lecture)..... 3

Prerequisite: One year of high school biology or its equivalent

This course is a broad overview of biology designed for non-biology majors and satisfies a general education requirement in the natural sciences. Basic principles covered include scientific reasoning, chemical processes of living things, diversity of life, structure and function at the molecular, cellular, organismal, and ecosystem levels, basic ecological principles, evolution processes, human body systems, and bioethical issues including medicine and global change. BIO 152 Biology Survey Laboratory is recommended as an accompanying laboratory course. (F/SP/SU)

BIO 151 Biology Survey (Lecture)..... 3

Prerequisite: One year of high school biology or its equivalent

BIO 151 is a lecture course in general biology designed for Biology majors and minors or Middle or Secondary School Education science majors. It focuses on two theories: cell theory and gene theory. The course introduces students to the principal concepts, ideas, and developments in the biological sciences to provide a sound and general basis for understanding information, principles, and concepts related to scientific inquiry, the nature of matter and energy transfer, cells, heredity, and aspects of reproduction and development. Concurrent enrollment in BIO 0152 is recommended but not required.

BIO 152 Biology Survey (Laboratory)..... 2

Prerequisite: One year of high school biology or its equivalent

BIO 152 provides introductory lab experience to biology and education science majors. Students are introduced to course-based undergraduate research experiences (CUREs) with a model organism such as *Drosophila* or *C. elegans*. Students learn how to use the scientific method to construct a hypothesis, set up experiments and controls, record results, analyze data, and make conclusions. Basic laboratory techniques and safety are stressed. Students learn basic laboratory techniques such as making solutions, pipetting, PCR, gel electrophoresis, and microscopy. This lab course may be taken concurrently or separately by students taking BIO 151. This lab course is for biology or science education majors or minors only, or with departmental permission.

BIO 153 Biology Survey II (Lecture)..... 3

Concurrent enrollment: BIO 054

Prerequisite: Grade of C or better in BIO 151 and BIO 152. BIO 141 may be substituted for 151 with a grade of B or better and departmental permission.

In BIO 153/154 the base concepts learned in BIO 0151/0152 are synthesized and applied as they relate to the diversity of living things at an organismal level. This course surveys the major life forms, stressing the organization, evolution and adaptation, phylogeny, reproduction, and ecology of eukaryotes, including protists, fungi, plants, and animals. Includes a brief overview of vertebrate physiology and evolution, including humans. This course is a prerequisite for most other biology courses. (F/SP/SU)

BIO 0154 Biology Survey II (Laboratory)..... 2

Concurrent enrollment: BIO 153

Prerequisite: Grade of C or better in BIO 151 and BIO 152. BIO 041 may be substituted for 151 with a grade of B or better and departmental permission.

Laboratory experiences in this course are designed to provide hands-on experience with the fundamental life forms, concepts, and principles encountered in the lecture part of Biology Survey II. This course is a prerequisite for most other biology courses. (F/SP/SU)

BIO 200 Botany..... 3

Prerequisite: Grade of C or better in BIO 153 and BIO 154

This class is an introductory study of the plant kingdom focusing on the diversity, morphology, anatomy, physiology, evolution, and special adaptations of plants. The course briefly examines fungi and algae, but the emphasis is on the land plants and includes laboratory experiences and a field trip to the Missouri Botanical Garden.

BIO 201 Plants and People 3*Prerequisite: None*

This course examines economically important plants and explores the link between plants and people. Specific objectives include understanding the history of plant use including origins of economically important plants, and the use of flowers, fruits, roots, stems, and leaves for food, clothing, shelter, medicine, and other purposes. The course will convey and foster an understanding of the major principles and concepts of economic botany and its influence on scientific and cultural issues of society.

BIO 202 I Principles Of Cell Biology I 3

Prerequisite: Grade of "C" or better in BIO 151, Bio 152, and CHEM 255. CHEM 255 may be taken on a concurrent basis. BIO 141 may be substituted for 151 with a grade of "B" or better and departmental permission.

This course provides an overview of the structure and function of cells and their subcellular and molecular components. Eukaryotic cells are stressed. Topics covered include membrane dynamics, cellular compartmentalization, cellular metabolism, protein construction and trafficking. This course prepares students for more advanced courses in biology, and it is a prerequisite for most of the advanced courses.

BIO 202 II Principles Of Cell Biology II 3

Prerequisite: Grade of "C" or better in BIO 0151, Bio 0152, BIO0202-I, and CHEM0255. BIO 0141 may be substituted for 0151 with a grade of "B" or better and departmental permission.

This course provides an overview of cell signaling pathways, cell reproduction, information storage and processing, and gene regulation. This course prepares students for more advanced courses in biology, and it is a prerequisite for most of the advanced courses.

BIO 203 Nutrition 3*Prerequisite: None*

This is an introductory course about the necessary food nutrients and their relation to human health. The course covers the types, sources, and metabolic functions of food nutrients. Other topics include variation in normal and specialized diets, malnutrition, alcohol use, eating disorders, building nutritional health skills and choices, and healthy weight management. Students will analyze their eating habits over the semester. This course is required for students who will transfer or continue to a nursing program.

BIO 204 Introduction to Sustainability 3*Prerequisite: BIO 153 and BIO 154*

Introduction to Sustainability will cover topics relevant to the continuous use, preservation, and restoration of the urban environment. Topics will include sustainability issues surrounding human mental and physical health, green spaces, food production, waste management, energy generation and use, transportation, design, and economics.

BIO 205 Current Trends in Urban Agriculture and the Edible Landscape 3*Prerequisite: None*

This course is a survey of current policies and practices in urban agriculture as well as an introduction to the historical, social, and ecological foundations of urban agriculture. Students will assess the opportunities and challenges in contemporary urban agriculture. The course also features guest lectures by local professionals.

BIO 206 Cell and Molecular Biology (Lab) 2*Concurrent enrollment: BIO 0202*

Prerequisite: Grade of C+ or better in BIO 151 and BIO 152. BIO 141 may be substituted for 151 with a grade of B or better and departmental permission.

This laboratory course applies the biotechnology concepts from BIO 202 (Principles of Cell Biology) to a project involving the manipulation of DNA and/or proteins. Students will use bioinformatics tools and databases of model organisms to collect information that will be incorporated into a laboratory project.

BIO 207 Seasonal Production and Food Preservation.. 3*Prerequisite: None*

This course introduces students to concepts surrounding food security through the practice of seasonal production and food preservation. This course is a hands-on study of cultural practices, varieties, and economics of production of major seasonal vegetable crops in the St. Louis Metro region. Topics will include seasonal strategies for sustainable crop production and marketing. In a time of energy descent, strategies for sustainable urban food production are needed. Canning, dehydrating, fermenting, and food preservation history are discussed.

BIO 209 Vertebrate Zoology 3*Prerequisite: Grade of C or better in BIO 153 and BIO 154*

BIO 209 is a study of the biology of animals with a backbone (vertebrate), emphasizing understanding the diversity, life history, ecology, evolution, structure function relationship of adaptations, and the phylogeny of the vertebrates. Field trips include the Saint Louis Zoo.

BIO 210 Invertebrate Zoology 3*Prerequisite: Grade of C or better in BIO 153 and BIO 154*

BIO 210 is a study of the biology of animals without a backbone (invertebrate), emphasizing understanding the diversity, life history, ecology, evolution, structure-function relationship of adaptations, and the phylogeny of the invertebrates. An introduction to protozoa is included.

BIO 211 Fieldwork in Sustainable Urban Agriculture... 3

Prerequisite: None

This course covers practical aspects of operating a small-scale urban farm. It includes hands-on instruction and an introduction to a range of related topics including composting and building fertile soil, irrigation systems, plant propagation, and pest management. Students will explore personal agricultural interests through individual projects. This course may include visits to local farms and gardens or the use of small plots of land to grow edible and/ or ornamental crops. Specific garden activities will depend on the season of the year.

BIO 213 Greenhouse Management 3

Prerequisite: None

In this course students are introduced to the technology used in the production of greenhouse plants including heating and cooling, crop nutrition, light control, and hydroponics. This course provides the skills and concepts needed to operate a greenhouse including both soil-based and soil-free methods of plant growth. The course also focuses on the biology of seeds and seedlings, seedling development, crop plant propagation, soil conditions and mixes, and disease management. Organic methods and healthy plant production are discussed along with integrating animals into an ecosystem-based approach to greenhouse production.

BIO 214 Diagnosing and Treating Disease in Urban Agriculture 3

Prerequisite: BIO 153 or BIO 154

This course is an introduction to methods used to identify and treat disease states in crops associated with urban farming. Topics will include both prokaryotic and eukaryotic pests as well as both practical and regulatory considerations of pesticide use. State and federal regulations concerning pesticides will be discussed. Sustainable practices will be emphasized.

BIO 217 Principles Of Horticulture 3

Prerequisite: None

This course introduces concepts of plant growth and development focusing on horticulture practices. Topics will include taxonomy, anatomy, morphology, physiology, and genetics of plants as applied to the identification and both sexual and asexual propagation techniques. Environmental, hormonal, and physiological factors affecting seed dormancy, germination, plant rooting and budding will be discussed.

BIO 220 Diversity and Health Disparities 3

Prerequisite: None

The population of the United States is becoming increasingly diverse. This course will explore the definition and dimensions of diversity and examine U.S. population trends. Despite having one of the best health care systems in the world, there are still dramatic differences in health status

between various cultural groups. Students will be introduced to concepts of health disparities with examples from specific diseases and indicators of health. Possible causes, mediating factors, and strategies to reduce health disparities will be discussed. Students will study the epidemiology of disease and interpret demographic data on incidence, mortality, and morbidity across a variety of diseases and other public health issues and concerns.

BIO 224 Ornithology..... 3

Prerequisite: Grade of C or better in BIO 153 and BIO 154 or departmental permission

This course introduces students to the biology of birds. Through lectures and field studies, students will understand the evolution, flight, migration, reproduction, ecology, and conservation of birds. The field trips will focus on identifying the birds of Missouri at local conservation areas and examining captive species from all over the world at the St. Louis Zoo and the World Bird Sanctuary. (SP/SU)

BIO 230 Local Flora 3

Prerequisite: BIO 141 or BIO 151, and BIO 152, or departmental permission. BIO 153 and BIO 154 are recommended.

BIO 030 is a study of the taxonomy and systematics of vascular plants, with emphasis on the plants and flowers of Missouri, including their names and uses. Local field trips are an important part of the course for study and field identification. (SU/F)

BIO 240 Science and Technology 3

Prerequisite: Eight semester hours in science (biological and physical), three semester hours in computer science, and three credit hours in history.

This course emphasizes the evolutionary nature of science and technology as historical and cultural enterprises and the impact they have had on culture. This course is required for candidates completing the Secondary Education: Unified Science- Biology option. (SP/F/SU/ON-L)

BIO 246 Medical Terminology..... 3

Prerequisite: None

Medical Terminology examines the Latin and Greek derivatives of the suffix, prefix, and root structure of terms used in the medical sciences and related fields in human health, including nursing. Medical Terminology provides a foundation for understanding the meanings and correct pronunciations of human anatomical and physical terms. Terms describing medical conditions and procedures will also be reviewed.

BIO 280 Introduction to Neurobiology 3

Prerequisite: BIO 151

This course will introduce students to basic concepts and the variety of topics in the field of neuroscience, including neuroanatomy (gross and cellular), physiology, neural basis of

behavior, malfunctions due to disease and injury, and methods used to study these areas; laying a foundation for advanced coursework in neuroscience.

BIO 280 L Introduction to Neurobiology Lab 2

Prerequisite: BIO 151

Students will gain both dissection and experiential techniques of neuroscience when taken concurrently with BIO 290. This course will introduce students to methodology and basic concepts in a variety of topics in the field of neuroscience, including neuroanatomy (gross and cellular), physiology, neural basis of behavior, malfunctions due to disease and injury, and methods used to study these areas, laying a foundation for advanced coursework in neuroscience.

BIO 301 Human Parasitology 3

Prerequisite: Grade of C or better in BIO 154

BIO 301 is a study of parasitic protists, worms, and arthropods, and the disease states they may induce. The parasites will be examined concerning human and other animal hosts. Laboratory activities are involved.

BIO 303 Ecology 3

Concurrent enrollment: BIO 311

Prerequisite: Grade of C or better in BIO 0153 and BIO 0154

BIO 303 studies how organisms live and interact with their biotic and abiotic environment. Autecology and synecology are studied in detail, including natural selection, species interactions, population and community structure, and species diversity. This course is required for candidates completing the Middle School Education: Natural Science option, who are not required to enroll in the lab. (F)

BIO 305 Evolution 3

Prerequisite: Grade of C or better in BIO 153 and BIO 154

The Evolution course considers the history of evolutionary theory, evidence of evolution, systematics, phylogeny, and cladistics, molecular evolution, microevolution, group evolution, speciation, macroevolution, coevolution, major features of the fossil record, and an overview of hominins. (SP)

BIO 308/408 Behavioral Neuroscience 5

Prerequisite: BIO 202

The objectives of this lecture and laboratory course are to provide students with a basic understanding of some of the principles and techniques used in Behavioral Neuroscience research. Discussions, demonstrations, and hands-on experimentation will provide a fundamental appreciation of this field. Students will also learn how to present and interpret results in the context of existing scientific literature by writing papers in a format appropriate for this field.

BIO 310 I Human Anatomy and Physiology I..... 3

Prerequisite: Grade of C or better in BIO 202 Concurrent enrollment: BIO 319

BIO 310 I is a comprehensive anatomical, cellular, and physiological study of the structure and function of the human organism focusing on the muscular, nervous, and skeleton systems. (F,S)

BIO 310 II Human Anatomy and Physiology II..... 3

Prerequisite: Grade of C or better in BIO 310 I Concurrent enrollment: BIO 321

BIO 0310 II is a comprehensive anatomical, cellular, and physiological study of the heart, digestive, circulatory, lymphatic, urinary, reproductive, and respiratory systems. (SP,S)

BIO 311 Ecology (Laboratory)..... 2

Concurrent enrollment: BIO 303

Prerequisite: Grade of C or better in BIO 153 and BIO 154

This laboratory course reinforces and complements the lecture topics presented in BIO 0303, Ecology, which must be taken concurrently. Concepts covered in lecture are brought to life in practical and hands-on experiences, including field trips, sampling techniques, data analysis and mathematical modeling. (F)

BIO 312 Introduction to Microbiology 3

Prerequisite: Grade of C or better in BIO 202 Concurrent enrollment: BIO 332

BIO 0312 is an introduction to the study of microorganisms with an emphasis on bacteria and their broader impacts on the environment, biotechnology and industry, and human health. (F)

BIO 313 Environmental Science 3

Prerequisite: Grade of C or better in BIO 151 and BIO 152

Students will understand how humans interact with nature in the areas of resource use, conservation, and global environmental impact. The course includes the study of ecosystem services, geochemical cycles, biodiversity, overviews of population and community ecology, and resources such as water, air, soil, minerals, and energy. Discussion topics will be based on current environmental issues such as food production, human population dynamics, energy issues, and global issues such as climate change.

BIO 316 Urban Ecosystems (Lecture)..... 3

Prerequisite: Grade of C or better in BIO 303 and BIO 311

This course explores the interactions between the biotic and abiotic components of urban and suburban areas and focuses on understanding the basic ecological dynamics of urban environmental issues. Topics discussed include landscape ecology, urban flora and fauna, and their adaptations, restoration ecology, microclimate, and pollutant effects on quality of life. Concurrent enrollment in BIO 0317 is recommended but not required. (F)

BIO 317 Urban Ecosystems (Laboratory) 2

Concurrent enrollment: BIO 316

Prerequisite: Grade of C or better in BIO 303 and BIO 311

This laboratory complements the urban ecosystems lecture class which must be taken concurrently. Lab assignments include experiments, field trips, and projects using mapping and software modeling programs. (F)

BIO 318 Urban Health Science 3

This course focuses on how urban structure and lifestyle affects human health and well-being. Underlying causes of special public health concerns will be discussed that relate to the development of cities, such as the export of waste, trans-boundary emissions, and pollutant flows. (SP)

BIO 319 Human Anatomy & Physiology I (Lab) 2

Prerequisite: Grade of C or better in BIO 202 Concurrent enrollment: BIO 310 I

This laboratory course reinforces and complements the lecture topics presented in BIO 0310 I, which must be taken concurrently. The course will include virtual and/or small animal dissections, observations, experimental exercises, and specimen study. It may include field trips to a medical school or other anatomy and physiology-related workshops. (FS)

BIO 321 Human Anatomy & Physiology II (Lab)..... 2

Prerequisite: Grade of C or better in BIO 310 I Concurrent enrollment: BIO 310 II

This laboratory course reinforces and complements the lecture topics presented in BIO 0310 II, which must be taken concurrently. The course will include virtual and/or small animal dissections, observations, experimental exercises, and specimen study. Field trips to a medical school or other anatomy and physiology related workshops may also be a part of this course.(SPS)

BIO 322 Kinesiology 3

Prerequisite: BIO 0151 or PED 0202

BIO 322 is an analytical and evaluative study of the biomechanics of human motion with emphasis on the relevance of this to athletic activities. Laboratory activities are involved.

BIO 323 Ecological Economics 3

Prerequisite: Passing grade in ECON 203 or ECON 204 or equivalent

This course addresses the interdependence of ecological, social, and economic systems. It emphasizes the maintenance of stable and human economy and explores the possibilities of a green industry that would integrate environmental sustainability with economics. The economy is viewed as a subsystem of the ecosystem. The course focuses on the preservation of natural capital, equity, the irreversibility of environmental change, and sustainable development. BIO 0323 or the following, BIO 0324, is required for students with the Urban Ecology minor.

BIO 324 Environmental Policy 3

(This course is co-listed as SUE 0324)

This course deals with the politics of managing human activities to prevent, reduce, or mitigate harmful effects on nature and quality of life. Environmental issues such as protection of natural resources and biodiversity, air and water pollution, climate change, and waste management are among the topics addressed. Formulation of policies based on sustainability, equity, human rights, risk assessment, and polluter accountability is discussed.

BIO 332 Microbiology (Lab)..... 2

Prerequisite: Grade of C or better in BIO 202 Concurrent enrollment: BIO 312

This laboratory course reinforces and complements the lecture topics presented in BIO 0312 Introduction to Microbiology, which must be taken concurrently. Students will observe and culture microbes, especially bacteria, learn specific protocols for isolating, culturing, handling, and studying microbes safely, practice sterile technique, and become familiar with basic laboratory instrumentation, including spectrophotometers and centrifuges. (F)

BIO 337 Horticulture 3

Prerequisite: BIO 153 or BIO 154

This course focuses on the concepts of plant growth and development for producing and utilizing different types of plants. Topics will include taxonomy, anatomy, morphology, physiology, and genetics of plants as applied to their identification and both sexual and asexual propagation techniques. Environmental, hormonal, and physiological factors affecting seed dormancy, germination, plant rooting, and blooming will be discussed. The basics of modern pest management techniques will be presented, and benefits of horticulture including food and nutrition, sustainable living, environmental purification, aesthetic, and health benefits will also be emphasized.

BIO 340 Immunology 3

Prerequisite: Grade of C or better in BIO 202

The basic principles and applications of immunology in the practice of science and medicine will be reviewed. Topics will include the innate and adaptive immune system, antigens and antibodies, immune cells and tissue functions, and receptor-mediated signal transduction pathways utilized in the immune system. Specialized topics including transplantation rejection, autoimmunity, and acquired immunodeficiency syndrome (AIDS) will also be reviewed.

BIO 402 Conservation Biology 3

Cross-listed as: SUE 402

Prerequisite: BIO 303 and BIO 311

This course addresses the problems of managing biological diversity in our rapidly changing world.

Students study concepts from island biogeography, population biology, community ecology, systematics, and genetics as they are applied to real-world problems. Students study minimum viable population size, threats from global climate change, invasive species, and other human disturbances.

BIO 403 Senior Seminar In Biology 3

Prerequisite: 85 earned credit hours or Department Consent

A capstone course, required for Biology majors, provides the student the opportunity for in-depth study in biology, consisting of either a research project, research paper, internship, or related experience.

BIO 404 Internship in Sustainability 3

Prerequisite: 85 earned credit hours or enrollment in Urban Agriculture Certificate Program or Department Consent

This is a capstone course that provides the student the opportunity to intern with another institution in the field of Sustainability and Urban Ecology that is especially related to sustainability. This can include projects involving recycling, urban gardens, energy conservation, pollution control, etc. (ON-L)

BIO 414 Genetics 3

Prerequisite: Grade of C or better in BIO 202

BIO 414 is an analytical study of the mechanics of inheritance. Emphasis is on the biochemical and evolutionary basis for heredity, the action of genes and the regulation of gene expression.

BIO 415 Genetics Lab 2

Prerequisite: Grade of C in BIO 414, or concurrent enrollment in BIO 414

BIO 415 is a laboratory-based class emphasizing the interpretation of genetic information. Students gain experience in the analysis of classical and molecular genetics of plants, animals, and/or fungi. Students will interpret DNA

organization from a whole-organism and evolutionary perspective, analyze genetics problems, and make implications and draw conclusions from the analyses.

BIO 420 Spatial Ecology 3

Prerequisites: GEOG 401, BIO 303.

This course is a survey of the research of the role of space on ecological processes. This course will provide students the opportunity to model ecological data geospatial using geographic information systems (GIS) and to visualize and present the results for the purposes of conservation and sustainability.

BIO 432 Developmental Biology 3

Prerequisite: Grade of C or better in BIO 414, or concurrent enrollment in BIO 414

Concurrent enrollment: BIO 0433 [Lab] Developmental Biology introduces students to the fundamental and remarkable mechanisms that create an order first among naive cells and then differentiated cells. Students will learn how basic chemical molecules, DNA, RNA, proteins, and cells construct an organism that can mature only to begin the process anew by reproduction. Students will appreciate the conservation of developmental processes across diverse species and how developmental biology continues to impact scientific and medical discoveries.

BIO 433 Developmental Biology (Lab) 2

Prerequisite: Grade of C or better in BIO 414, or concurrent enrollment in BIO 414 Concurrent enrollment: BIO 432 (Lecture)

Developmental Biology Laboratory integrates the fields of molecular and cell biology, genetics, and embryology to understand the mechanisms by which diverse multicellular organisms arise from single cells. Lab exercises will overlap with the material presented in lectures. Topics include cell-cell interactions, cellular differentiation and migration, cell- and tissue- specific differential gene expression, tissue patterning, tissue regeneration, morphogenesis, and organogenesis. Several live model organisms will be used. Students practice microscopic techniques, basic genetics, the use of reporter gene constructs, immunolabeling, and will conduct at least one large- scale experiment using a representative invertebrate model system.

COURSE DESCRIPTIONS

BIO 490 Topics in Biology.....1-3

Prerequisite: Permission of instructor or department.

BIO 0490 covers advanced specialized topics within the field of Biology. Specific topics may change based on the expertise of the faculty instructor. May be repeated for credit.

BIO 471A Independent Research..... 3

Prerequisite: A cumulative GPA of 3.0 in BIO courses, and permission of the instructor

Independent Research in Biology provides an opportunity for students to engage in research activities including the acquisition of basic technical, computational, and/or other analytical skills and applying these skills to conduct a research study using the scientific method. The project undertaken will be determined by the instructor's field of expertise.

BIO 471B Independent Research 3

Prerequisite: A cumulative GPA of 3.0 in BIO courses, and permission of the instructor

Independent Research in Biology provides an opportunity for students to engage in research activities including the acquisition of basic technical, computational, and/or other analytical skills and applying these skills to conduct a research study using the scientific method, with University faculty.

BIO 491 Senior Synthesis in Urban Ecology 3

Prerequisite: 85 earned credit hours, or departmental permission

This is a capstone course required for Sustainability and Urban Ecology majors that provides the student the opportunity for in-depth study in SUE, consisting of either a research project or research paper, under HSSU faculty.

BIO 495 Internship in Biology 3

Prerequisite: Permission of department

This is an internship at an approved site and is a practical learning experience in the field of biological sciences designed to bridge the gap between the classroom and industry or research world.

BUSINESS ADMINISTRATION (BSAD)

BSAD 200 Introduction to Business 3

Prerequisite: ECON 0203

This course covers fundamental aspects of American business including the private enterprise system, forms of business, finance, marketing, human resources, accounting, government regulations, and related topics.

BSAD 0220 Legal Environment of Business 3

Prerequisite: BSAD 200

This course covers the fundamental principles and concepts of law relative to business activity. The design is to provide the legal principles and concepts related to corporate, public/private, small, and minority/women-owned businesses. Students will explore the origin of law, the classification of law, courts and procedures, market economy. Students examine personal and commercial strategies to establish new business ventures and related topics.

BSAD 315 Business Statistics 3

Prerequisite: MATH 203 and ECON 204

This course covers the study of statistical analysis applied to business world problems, management quality decisions, and business decisions, using descriptive and inferential statistics, and related topics. (F)

BSAD 321 Business Finance..... 3

Prerequisite: ACCT 204 and BSAD 315

This course covers the financial environment, financial statements and planning, working capital management, capital budgeting, and related topics.

BSAD 325 Fundamentals of Financial Planning and Insurance..... 3

Same as FIN 325

Prerequisite: BSAD 321

This course covers principles of personal budgeting, investments, insurance, real estate, credit, and taxation needed to manage individual and family income, expenditures, and savings necessary to meet present and plans, retirement, estate planning, and related topics.

BSAD 400 Business-Government Relations..... 3

Prerequisite: BSAD 220

This course covers governmental actions to promote or alter competition. The course reviews current employment laws and regulations and their impact on business decisions and related topics.

BSAD 420 Investment Finance..... 3

Prerequisite: BSAD 0321

This course covers the concepts of investments, portfolio theory, fixed income securities, security analysis, derivatives, investment management, and related topics.

BSAD 440 Budgeting and Cash Management 3

Prerequisite: BSAD 321

This course covers the processes and techniques needed to prepare budgets for the operation of a business with special emphasis on management of cash through cash planning, and related topics. (F)

BSAD 445 Small Business Budgeting and Cash Management 3

Prerequisite: BSAD 321

This course covers the processes and techniques needed for small businesses to develop sound budgeting techniques and to develop cash management procedures for the short- and long- term operations.

BSAD 455 Production and Operations Management.... 3

Prerequisite: BSAD 315

This course introduces students to the basic concepts of production and operations management and the process by which organizations use current and emerging techniques in production and operations management to create sustainable competitive advantage and related topics. (F/SP)

BSAD 365 Global Entrepreneurship Ventures Externship..... 3

Prerequisite: BSAD 302

This course covers the role and functions of entrepreneurship in other countries outside of the United States and how they operate in their economies. A component of the course is an externship, a short practical learning experience designed to explore small business ownership abroad.

BSAD 457 Corporate Communications..... 3

Prerequisite: MGMT 350

This course is designed to develop/strengthen the written and oral communication skills important for success in the business environment. Interviews, letters, memos, proposals, resumes, reports, and organizational relationships are covered. (F)

BSAD 458 Accounting Information Systems..... 3

Prerequisite: ACCT 204 and MGMT 350

This course covers the analysis of the role of accounting and management information systems within an organization's operating environment and the computer's effects on these systems. Topics include accounting information systems, executive information systems, management information systems, decision support systems, expert systems, teleprocessing systems, and related topics. (SP)

BSAD 470 International Business..... 3

Prerequisite: MGMT 350

This course covers international business operations and the impact of culture, global relations, and management practices on domestic and foreign business organizations. Topics include international trade, investment, economics, culture, multicultural corporate management, and related topics. (F/ SP)

BSAD 479 Topics In Business 3

Prerequisite: BSAD 200 and MGMT 350

This course analyzes current events in business in terms of past, present, and emerging issues. May be repeated for credit if content differs.

BSAD 480 Business Policy and Strategy..... 3

Prerequisite: BSAD 455, students are required to be at their graduating semester and secure Department Chair's approval to register for the course.

This capstone course integrates knowledge in functional areas of business and simulation of management experience through case studies and computerized management problems to provide insight into how business decisions are made.

BSAD 495 General Business Internship 3

Prerequisite: Senior standing, all 100, 200 and 300 level courses. Students must complete a minimum of 90 hours to qualify for an internship.

This is an internship at an approved site and is a practical learning experience in the field of business designed to bridge the gap between the classroom and the business world. (F)

COMPUTER EDUCATION (CED)

CED 104 Introduction to Computing and Technology . 3

This course introduces the uses and impact of computers and technology in society. Students will learn how a computer and associated technologies work; how to operate a computer system to successfully utilize software; how computers are used for problem-solving, data collection, information management, communications and decision-making, and the use of productivity tools for professional and personal use. The course also covers ethical, legal, and human issues of computing and technology.

CED 203 Using Technology to Enhance Presentations 3

Students will learn to use computer presentation graphics packages used in business and education to produce effective presentations using the computer and a variety of output and/or display devices. (F/A) (SP/E)

NOTE: Occasionally, other courses are offered on topics of current interest. These are in addition to the core of the courses identified above.

CHEMISTRY (CHEM)

CHEM 151 Fundamentals Of Chemistry (Lecture)..... 3

This course is an introduction to some of the important principles and methods of chemistry with applications to the more common elements. Students majoring in Biology, Mathematics; or Elementary, Middle School, or Secondary Education Science may not take this course toward their degree.

CHEM 152 Fundamentals of Chemistry (Lab) 2

CHEM 152 is an introduction to some of the important principles and techniques of the chemistry laboratory. Experiments will be based on topics discussed in the lecture course. Students majoring in Biology, Mathematics; or Elementary, Middle School, or Secondary Education Science may not take this course toward their degree.

CHEM 255 General Chemistry (Lecture)..... 3

Prerequisite: MATH 135 or MATH 136 or MATH 165 (or its equivalent)

This course is structured to provide a general background in chemistry, theoretical as well as descriptive, covering topics such as properties of matter, atomic theory, periodic arrangement, chemical bonds, states of matter, oxidation-reduction, acids, and bases. The scientific method is discussed as applied to the chemical sciences. It is appropriate as a first course in chemistry for those who want to continue their study of chemistry and for those who want to broaden their knowledge of the sciences. (F/SP)

CHEM 256 General Chemistry (Lab) 2

Prerequisite: MATH 135 or MATH 136 or MATH 165 or its equivalent

This course is structured to supplement a general chemistry course (CHEM 255) with instructions in the elementary techniques and safety procedures used in the chemical laboratory. The scientific method is discussed as applied to the chemical sciences. It is appropriate as a supplement to the first course in chemistry for those who want to continue their study of chemistry and for those who want to broaden their knowledge base of the sciences. (F/SP)

CHEM 257 General Chemistry II (Lecture) 3

Prerequisite: CHEM 0255 and MATH 135 or MATH 136 or MATH 165 or its equivalent and concurrent enrollment in CHEM 258 or instructor's approval

CHEM 257 is a continuation of CHEM 255 and is an introduction to quantitative analysis involving the basic theory of stoichiometry and topics such as chemical equilibrium, transition elements, oxidation-reduction, acid-base, and nuclear chemistry. This course is suitable for those interested in a science major. (F/SP)

CHEM 258 General Chemistry II (Lab)..... 2

Prerequisite: CHEM 256, concurrent enrollment in CHEM 257 (or instructor's approval)

CHEM 0258 is a continuation of CHEM 0256 and is an introduction to qualitative and quantitative analysis involving the flat basic theory of stoichiometry, chemical equilibrium, instrumentation, and appropriate laboratory experiments to give reality to CHEM 0257 lectures. (F/SP)

CHEM 260 Organic Chemistry 3

Prerequisite: CHEM 255 and CHEM 256

This is an introduction to the chemistry of organic compounds, their structure, synthesis, reaction mechanisms, and identification. The carbon atom will be discussed along with structure and isomers of carbon compounds and functional groups, such as alkanes, cyclic compounds, aromatic compounds, alcohol, aldehydes, acids, etc.

CHEM 270 Biochemistry (Lecture)..... 3

Prerequisite: CHEM 255 and CHEM 260

This is an introduction to the chemistry of compounds important to the life processes in humans, microorganisms, plants, animals, and fungi. Biochemical pathways of metabolism and synthesis will be presented. The role of metals, vitamins, and enzymes will be discussed.

CHEM 301 Environmental Chemistry 3

Prerequisites: CHEM 255 and CHEM 256 and CHEM 260

This course is an introductory study of the chemistry of the environment. The principles of chemistry will be applied to gain an understanding of how the environment operates and how human activities affect it, and the relation of chemistry to society and the environment. Topics include acid rain, air pollution, fuels, green chemistry, greenhouse effects, global warming, ozone depletion, nitrates and phosphates, and eutrophication of bodies of water, polychlorinated biphenyls (PCBs), and water pollution.

NOTE: Occasionally, other courses are offered on topics of current interest. These are in addition to the courses identified above.

CRIMINAL JUSTICE (CRJ)

The completion of the social-science course requirements in the General Education and Pre-Professional Course Curriculum is required for all 300- and 400-level Criminal Justice courses.

CRJ 100 An Introduction To Criminal Justice..... 3

This course is an introductory survey of all parts of the criminal justice system. The police, defense and prosecuting attorneys, courts, institutional corrections, community-based corrections, and the juvenile justice system will be discussed.

The definition and the measurement of crime, and various efforts to explain the causes of crime are covered. This course is a prerequisite for some criminal justice courses.

CRJ 110 The Criminal Law 3

Prerequisite: none

This course surveys criminal law, criminal procedure, and judiciary in the United States. Crime and punishments are explored, as well as how criminal law is brought to bear on defendants. The roles of prosecutors and defense attorneys will also be covered.

CRJ 115 Criminal Evidence..... 3

Prerequisite: CRJ 110 The Criminal Law

This course conveys the key rules of evidence in criminal matters as well as their interpretations and applications.

CRJ 120 Juveniles And The Law 3

Prerequisite: none

This course introduces students to all aspects of the juvenile justice system. The history of juvenile justice will also be discussed. This course will also cover child exploitation, child abuse, and child neglect. Delinquent and other antisocial behaviors of juveniles will also be presented.

CRJ 130 Corrections 3

Prerequisite: CRJ 100 An Introduction Criminal Justice

This course introduces students to the structure and the function of correctional systems. It includes a study of the history of corrections, probation, and parole, the privatization of corrections and prisoner rights. Federal, state, and local laws of this country that pertain to corrections will be discussed. Correctional methods of other countries will also be introduced.

CRJ 231 Policing 3

Prerequisite: CRJ 100 An Introduction to Criminal Justice

This course will give a complete overview of all aspects of the police component of the criminal justice system. The student will learn about federal, state, and local police agencies of the United States. Tribal policing in the United States will be explored. Police agencies of other countries will be discussed. Private police agencies will also be examined. The constitutional rights of the citizens of the United States and police civil liability issues will be addressed. Emergency response and the incident command will be covered. Any current developments in policing will be covered.

CRJ 233 The Court Systems..... 3

Prerequisite: CRJ 0100 An Introduction to Criminal Justice

This course provides a comprehensive examination of the criminal court system in the United States. It compares the federal and state court systems and explains the roles of courtroom personnel. Juvenile courts will also be covered.

CRJ 235 Introduction To Security 3

Prerequisite: none

Public police agencies only provide some security for the communities they serve. However, with the threats to our homeland, private security is in demand. Businesses all over the world employ and train security officers. This course will introduce students to the field of private security. Homeland security and terrorism will be discussed, and technological advances in security will be covered.

CRJ 240 Introduction to Forensic Science 3

Prerequisite: CRJ 0100 An Introduction to Criminal Justice

This course will provide students with an introductory overview of forensic science, including fingerprint analysis, crime scene search methods, computer crime, and basic evidence analysis techniques. Students will also be exposed to various career options within the field.

CRJ 260 Police Supervision And Personnel 3

Prerequisite: CRJ 231 Policing

This course discusses the supervision of police officers. The first line supervisor/manager or sergeant will be the primary focus of this course. The course will also discuss all law enforcement managers/supervisors. The complicated interrelationships between members of the police agency and the communities they serve will be covered. Leadership and management will be examined.

CRJ 265 Criminal Investigation..... 3

Prerequisite: CRJ 100 An Introduction to Criminal Justice

This course considers the techniques involved in criminal investigations. Crime scene preservation, evidence recognition, interview and interrogation of witnesses and suspects, the use of informants, and the techniques of surveillance will be covered.

CRJ 340 Criminal Justice Administration 3

Prerequisite: CRJ 0100 An Introduction to Criminal Justice

This course examines the historical foundation and the current structure and management of police agencies, the courts, and correctional agencies. The course will cover employment law and the Americans with Disabilities Act. Constitutional issues and civil liability issues that affect the agencies will be explored.

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CRJ 353 Crime Prevention..... 3

Prerequisite: none

The course will familiarize students with an array of crime prevention techniques. It will focus on the application of the primary, secondary, and tertiary approaches to crime prevention. The effectiveness of various crime prevention strategies will also be examined. Also, the impact of the fear of crime will be covered.

CRJ 354 White Collar Crime 3

Prerequisite: none

This course will give a complete overview of all aspects of white-collar crime. The economic and social costs of white-collar crime will be covered. Also, all types of white-collar/financial crimes will be explored. Regulatory agencies and laws about these crimes will also be covered.

CRJ 360 Drug Abuse & The Criminal Justice System .. 3

Prerequisite: none

The use and abuse of a wide range of licit and illicit drugs will be discussed from historical, biological, psychological, and sociological perspectives.

CRJ 361 Terrorism And Homeland Security..... 3

Prerequisite: none

This course takes a comprehensive look at homeland security and terrorism. It explores the foundation for homeland security, homeland security and terrorism, defeating terrorists and their activities, and Homeland Security's response to terrorist threats.

CRJ 380 Comparative Criminal Justice 3

Prerequisite: CRJ 100 An Introduction to Criminal Justice

This course compares global criminal justice systems in terms of goals and practices. The course will compare variations in the ways different societies deal with crime due to different political arrangements, different historical developments, and different social and economic conditions.

CRJ 390 Topics In Criminal Justice.....1-3

From time to time, courses are offered on topics of current interest within the field of criminal justice. These courses will be listed in the University's course schedule.

CRJ 4XX Spatial Analysis of Crime 3

Prerequisite: GEOG 401

This course provides students an opportunity to gain skills in geographic information systems (GIS) software to apply spatial analysis techniques to criminal justice and criminology related research questions.

CRJ 420 Juvenile Delinquency 3

Prerequisite: CRJ 120 Juveniles and the Law

This course stresses various theories that explain juvenile delinquency. Developmental theories of delinquency will be emphasized. Protective and risk factors will be covered. Applicable portions of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders will be discussed. Federal, state, and local social services and programs for juveniles will be explored.

CRJ 425 Community Corrections 3

Prerequisite: CRJ 130 Corrections

Community corrections refer to the supervision of criminal offenders in the resident population, as opposed to confining them in secure correctional facilities. The two main types of community corrections supervision are probation and parole. This course will take a closer look at probation and parole. This course studies modern rehabilitation practices and modern incarceration techniques in the juvenile and adult justice systems.

CRJ 435 Victimology 3

Prerequisite: none

This course examines the study of victimization, crime typologies, and the impact of crime on victims, offenders, and society at large. The course includes an overview of the issues impacting victims of a wide variety of crimes. The history and theories of victimology are explored.

CRJ 440 Police Community Relations..... 3

Prerequisite: CRJ 231 Policing

This course takes an in-depth look at all current developments in police-community relations. Police crime control strategies will also be examined.

CRJ 450 Constitutional Law 3

Prerequisite: none

This course covers two constitutional law subjects: governmental powers and civil liberties. It balances historically important cases with current problems.

CRJ 475 Ethics In Criminal Justice 3

Prerequisite: CRJ 100 An Introduction to Criminal Justice

This course will discuss ethical decision-making in criminal justice. The course will explore various ethical dilemmas. The students will examine their decision-making regarding various controversial issues facing the criminal justice professional. The cultural diversity of the world will also be explored.

CRJ 480 Internship..... 3

Prerequisites: RM 301 and RM 302 and Admission to the Criminal Justice degree program and have completed at least 90 credit hours of course work (including the required courses in Research Methodology) within the Criminal Justice degree program.

The Criminal Justice Internship is designed to assist students in understanding the practice of criminal justice. The internship requires completion of 140 hours of fieldwork in an assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140 hours requirement. Internship sites will include government agencies, and social services agencies/organizations. The professor of this course must approve the internship site.

COMPUTER SCIENCE (CSC)

CSC 160 Introduction To Computing 3

Prerequisite: Grade of C or better in MATH 135 or MATH 165

This is a combined lecture and lab course which serves as an introduction to the use of computing and computational methods for students in the natural sciences. The course will cover principles of software design, style, and testing. Topics include procedures and functions, iteration, recursion, arrays and vectors, strings, an operational model of procedure and function calls, algorithms, exceptions, and an introduction to object-oriented programming.

CSC 252 Introduction to Data Structures and Algorithms 3

Prerequisites: (Grade of B- or better in CSC 160 OR Grade of C or better in MATH 270) AND Grade of C or better in MATH 201

This is a combined lecture and lab course which serves as a continuation of CSC 0160. This course discusses properties and implementations of abstract data types such as lists, trees, stacks, and queues. It also introduces algorithmic analysis through examples such as basic sorting algorithms, hashing, and binary search trees.

CSC 271 Intro to Mathematical Programming..... 3

(This course is a cross-listing for MATH 0270)

This is a combined lecture and lab course that serves as an introduction to the logic and process of computer programming with an emphasis on mathematical applications. Specific applications will be chosen by the instructor but may include applications from number theory, the approximation of roots of polynomials and other functions, and numerical differentiation and integration. The Instructor will select the language of instruction by considering both its applicability to mathematical programming and its use in the business and professional world. (SP)

CSC 275 Introduction To Computational Modelling 3

Prerequisites: (Grade of B- or better in CSC 160 OR Grade of C or better in MATH 270) AND Grade of C or better in MATH 201 AND Grade of C or better in MATH 150 or MATH 250

This is a combined lecture and lab course which examines the use of computational modeling to solve problems in a variety of fields. A wide variety of techniques such as graph-theoretic models, stochastic models, and Monte Carlo methods will be examined.

CSC 470 Topics In Computer Science1-3

Prerequisites: (Grade of B- or better in CSC 160 OR Grade of C or better in MATH 270) AND Grade of C or better in MATH 201

This course will involve the study of a special topic or topical material selected by the instructor. This course may be repeated for credit

NOTE: From time to time, other courses are offered on topics of current interest in addition to the courses identified above.

DEVELOPMENTAL STUDIES (DS)

ALG 40 Developmental Algebra 3

Prerequisite: Prior approval based upon ACT and Placement Test Scores.

ALG 40 is a self-paced , accelerated introductory algebra course. The course encompasses foundational mathematical topics related to arithmetic and introductory algebra. The course begins by strengthening computational skills using whole numbers, integers, fractions, decimals, and percentages. The basics of introductory algebra are then covered. Simplifying and evaluating expressions, solving linear equations and inequalities, graphing linear equations and inequalities in two variables, determining the slope of a line, solving systems of linear equations, the laws of exponents, performing operations with polynomials, factoring, solving radical equations, solving quadratic equations, and other topics are offered in preparation for college-level mathematics courses. The incorporation of My Math Lab offers objective specific assignments, tutorials, videos, readiness checks, diagnostics, and multi-level practice, specific problem modeling, and support.

RDG 40 Introduction to College Reading..... 3

Prerequisite: Prior approval based upon ACT and Placement Test Scores.

Introduction to College Reading is designed to develop better reading skills by improving critical thinking and comprehension of reading materials. Vocabulary development is an integral component of the course, as well. One goal of the course is to provide students with a foundation for success in college-level reading. Reading well and efficiently is essential to the mastery of all college-level courses. Topics covered are: prior knowledge, vocabulary skills, stated and

COURSE DESCRIPTIONS

implied main ideas, supporting details, outlines and concept maps, transitions and thought patterns, tone, purpose, inferences, and the basics of arguments. The incorporation of MyReadingLab offers assignments, tutorials, videos, readiness checks, diagnostics, multilevel practice exercises, and support.

WRT 40 Introduction To College Writing..... 3

Prerequisite: Prior approval based upon ACT and Placement Test Scores.

WRT 40 is designed to develop and prepare students for college-level writing. Students are exposed to a thorough review of the basics, including parts of speech, sentence structure, punctuation, capitalization, mechanics, spelling, commonly misused words and phrases, paragraph, and essay structure, and more. The incorporation of MyWritingLab offers assignments, tutorials, videos, readiness checks, diagnostics, multilevel practice exercises, and support.

ECONOMICS (ECON)

ECON 203 Microeconomics 3

Prerequisite: ECON 203

This course covers topics in pricing and output, institutions, market specialization, exchange, and related topics. (F)(S)

ECON 204 Macroeconomics 3

Prerequisite: ECON 203

This course covers topics in economic growth, income determination, aggregate demand and supply, employment and output, monetary and fiscal policies, and related topics. (F) (SP)

ECO 214 Principles Of Economics..... 3

Program admission not required.

This course introduces students to the basic principles of microeconomics and macroeconomics. Students will master the principles essential for understanding economics, specific economic issues, and policy alternatives as they relate to education. New teachers are more likely to teach economics successfully if they are exposed to a strong component of economic education. First, economic education can improve teachers' understanding of concepts in history, geography, and political science. Issues and ideas featured in these social science subjects often come into focus when viewed considering principles of economics. and can improve teachers' instructional skills. Economic instruction lends itself well to classroom inquiry that is focused on problems and shaped by various forms of active teaching. Economic education can enhance teachers' understanding of current issues in educational policies and practices. Issues related to curriculum development, implementation, and instructional practices as highlighted in current debates about academic standards, assessment, and accountability for educational

outcomes. The issues become real to educators who study and apply recently developed curriculum materials and instructional practices in economic education.

ECON 220 Money and Banking..... 3

Prerequisite: ECON 203

ECON 220 studies commercial banks, the Federal Reserve System, monetary theory and policy, the forms and functions of money used as a tool to achieve economic goals, domestic and international monetary theory, fiscal policies, and related topics.

ECON 320 Economics of Social & Public Issues..... 3

Prerequisite: ECON 203

This course analyzes economic issues confronting the world in achieving economic and social goals, the influence of market and public policies on the attainment of goals, distribution of income, business cycle fluctuations, growth, inflation, technological progress, and concentration of economic power.

ECON 390 Topics In Economics 3

Prerequisite: ECON 203

This course analyzes current issues in economics in terms of historical background, present status, and emerging issues and may be repeated for credit if content differs.

NOTE: Occasionally, other courses are offered on topics of current interest, in addition to the courses identified above.

EDUCATION (EDUC)

Students must be accepted into a College of Education degree program to enroll in the specified courses, except where noted. Courses with field experience and observation hours will require students to have a current criminal background check, child abuse or neglect report, and health certificate on file in the College of Education. Students enrolling in these courses should obtain these documents from the College of Education or College of Education website upon registration, to ensure timely recording of the documents before visits to P-12 classrooms. All students are required to obtain a Family Care Safety Registry Background Check, and some placements require an FBI Check. These reports cost \$11 and \$52, respectively.

EDUC 155 Introduction To Africana Studies..... 3

Program admission not required.

This course will engage students in an introductory study of the African Diaspora and the African world experience. This course is designed to provide an examination and analysis into the emergence and development of African-Americans as defined people within the African Diaspora. This study will engage students in a selected interdisciplinary study of history through contemporary thought and practice as well

as selected liberation and self-definition movements that shaped and defined this discipline of study. Students will be introduced to the research methodologies and strategies appropriate for the field.

EDUC 201 Foundations Of Education..... 3

Program admission not required.

This course explores the historical, philosophical, ethical, and legal dimensions of American education to gain insight into the nature, purposes, and results of public and private schooling. Consideration is also given to significant current issues such as equality of opportunity, cultural diversity, and global education and the quest for educational excellence and reform. A focus of this course will be the study of educational philosophy and pedagogy, the humanities, and social sciences, so that students might engage the world in ways that foster just relations within a diverse society. This engagement includes learning about the resources of various social science agencies and how to refer their students and their families to use them. (F-A/E) (SP-A/E) (ON-L). 10 Clinical hours required (A College of Education requirement designed to give students early access and exposure to the school setting)

EDUC 210 Introductory Field Experience 2

Program admission not required.

This course provides a structure for students contemplating teaching as a career to observe the teaching process in its natural setting. It is designed to study the organization of the school and the classroom, to have positive experiences with children, to identify characteristics of the successful teacher and the acceptable mode of personal and professional behavior. Students will demonstrate the ability to interpret and apply precepts embedded in the conceptual framework and framework for teaching for domains. Field Experience Record Log and Performance Project (Portfolio). This course requires 18 hours of field experience during the school day. (F- A/E) (SP-A/E)

EDUC 212 Intro to Multicultural Education..... 3

Program admission not required.

In this course, students become aware of the meaning and purpose of multicultural education and of the basic materials and instructional techniques designed to accomplish this purpose. Particular attention is given to the inter-disciplinary nature of multicultural education.

EDUC 222 Exploring the Inner City..... 3

This course provides students with field experiences in the inner city. Emphasis is placed on helping students understand the complex social, cultural, and economic factors that affect the lives of the people in the inner city.

EDUC 223 Computers and Instructional Technology... 3

Program admission not required.

This course is designed to introduce microcomputer applications in the classroom. Students plan and design activities to help children with diverse learning styles, intelligence, and developmental levels to reach their fullest potential through provision to multiple learning methods. Students learn to select and produce instructional materials, operate audiovisual equipment, and use microcomputers and media applications in a school setting. The course meets the computer literacy requirement for Missouri Certification. (F-A/E) (SPA/E) (SU-A/E)

EDUC 230 Middle/Junior and Senior High School Philosophy, Organization and Curriculum 4

Program admission not required.

This course allows students to study and examine the legal, historical, philosophical, and sociological foundations underlying middle/junior high and senior high school education. Specific characteristics, issues, and trends for this level of education are included. Also, students will become cognizant of the resources of various social service agencies that are available and how to refer their students and their families to use those social service agencies. (F-E/S)

SPE 301 Counseling for The Exceptional Child and Family 3

This course will focus on the importance of promoting effective professional and interpersonal relationships with special-needs students receiving services in an array of educational settings, their parents, and other support personnel. The course teaches students how to participate in assessment procedures, develop appropriate educational programs, collaborate with other service providers, and establish relationships with other students. It should assist students to develop empathy for families of students who have a disability; enhance their communication skills with families, students, and professionals; and enable them to become informed of school and community resources available to students and their families.

EDUC 304 Language Development in the Exceptional Child..... 3

Prerequisite: PSY 312 or concurrent enrollment.

Students review the nature of language and study how exceptional learners vary in their language development and acquisition. The students become familiar with neurophysiological, psychological, environmental, and cultural factors that affect language learning. (F)

EDUC 305 Utilizing Family & Community Resources .. 3

This course focuses on recognizing that children are best understood in the context of family, culture, and society. Students will experience and develop materials, techniques, and resources to help them work with community health/social service agencies, classroom teachers, and parents to enhance the learning of children with and without

COURSE DESCRIPTIONS

disabilities from diverse cultural, ethnic, and socioeconomic backgrounds. Required evening parent symposium professional development (F-A/E)

EDUC 307 Music, Art, Movement, Drama, Play 3

The development of creativity in young children focuses on play as an integral part of the child's learning. Methods and curriculum to foster creativity and movement will be explored using a variety of strategies to encourage children's physical, emotional, aesthetic, and cognitive diversity in developmentally appropriate settings. Experiences involving teaching in early childhood settings include the creation of developmentally appropriate activities. This course includes a 15-clock hour practicum in early childhood settings (5 hrs. Pre-K, 10 hrs. K-3) which is to be completed during the school day. (F-A/E)

EDUC 308 Health, Nutrition, Safety 3

Program admission not required.

This course provides opportunities for students to acquire accurate, practical, comprehensive information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to foodservice and safety standards in public and private early childhood programs. Emphasis will be given to the importance of planning developmentally appropriate environments that implement healthy and safe practices for all children. The organization and operation of early childhood programs will be covered. (F-A/E)

EDUC 309 Emergent Literacy & Language Acquisition 3

This course focuses on the development of literacy (language, reading, and writing) in a young child. Developmentally appropriate teaching strategies and activities to involve parents to foster cognitive growth and attention to early intervention of developmental lags will be identified. (SP-A/E)

EDUC 311 Early Childhood Principles & Professionalism 3

Program admission not required.

This course focuses on understanding the fundamental ideas regarding teaching in a democracy as it relates to teaching and learning in early childhood settings. Issues relating to teaching as a career, characteristics of successful teachers, professional behavior, and ethics, as well as an overview of early childhood program models will be explored. (F-A/ESP-A/E)

EDUC 312 Infants & Toddlers: Curriculum, Teaching & Learning 3

Prerequisite: PSY 310

The focus of this course is on understanding current theories, research, and knowledge as they apply to implementing developmentally appropriate practices for infants/toddlers in

early childhood settings. The development of competencies and skills needed by teachers to work in infant/toddler settings will be stressed. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE) and quality indicators.

EDUC 313 Developmental Learning: Pre-K- Grade 3 3

Prerequisite: EDUC 311 and PSY 310

The focus of this course is on developmentally appropriate learning, Pre-K to grade 3. It includes the opportunity to participate in activities and experiences relating to the curriculum, teaching, and learning of young children in an early childhood setting. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU's Conceptual Framework demonstrates how students become "Reflective Practitioners" in a multicultural holistic learning environment.

EDUC 0314 Communication & Guidance Strategies in Early Childhood Education 3

Prerequisite: EDUC 0311 or concurrent enrollment

This course provides knowledge of instructional and guidance procedures for integrating children with and without disabilities into the classroom setting. Emphasis is placed on the planning and development of management/guidance strategies for effective instruction in early childhood classrooms. Strategies for effective communication with adults and children in the learning environment will be addressed. (SP-E) (SU-E)

EDUC 318 Human Relations & Cultural Diversity In Teaching And Learning 3

Prerequisite: EDUC 311 or concurrent Enrollment (Prerequisite waived for Educational Studies degree)

This course focuses on the understanding of our diverse society and the implications of this diversity for children, classrooms, schools, and one's teaching. Emphasis is placed on self-knowledge and communication skills use of varying techniques dealing with interpersonal awareness and cultural diversity when planning instruction. (F-P/E) (SP-P/E) (SU-E)

EDUC 340 Middle School Philosophy Curriculum & Instruction 2

Prerequisite: EDUC 0230 or concurrent enrollment

Theoretical background and evolving trends in middle-school and junior-high education are discussed. Students review philosophical theories, curriculum theories and development, learning theories, instructional methods, and the use of efficient curriculum-related management techniques in middle school settings. Students learn to develop a curriculum based on instructional theories and philosophies.

EDUC 342 Methods of Teaching Language Arts..... 3

Concurrent: EDUC 0339 and EDUC 0321

This course is designed to develop an understanding of the curriculum, methods, and materials basic to children’s literature and language arts education in preschool through sixth grade. Students will study all genres of children’s literature, selecting and evaluating books, thematic units, storytelling, and contemporary issues. The course covers language acquisition and development and expressive and receptive communication skills. Students learn to effectively plan and implement traditional and nontraditional language-arts programs. Field experiences include classroom observations and the implementation of instructional activities in pluralistic settings. For successful completion of this course, students must demonstrate penmanship competency in manuscript and cursive handwriting.

SPE 343 Introduction to Cross-Categorical Special Education 3

Prerequisite: PSY 312

This course focuses on students served in mild/moderate cross-categorical special education settings. Emphasis is placed on theoretical perspectives, etiology, diagnosis, characteristics, and historical aspects about individuals with mild/moderate mental retardation , behavior disorders/ emotional disturbance, learning disabilities, and physical and other health impairments. Federal and state definitions and criteria for diagnosis and eligibility are discussed and reviewed in conjunction with current issues in special education.

SPE 344 Methods of Teaching Cross-Categorical Special Education..... 3

Prerequisite: EDUC 343, PSY 305, PSY 311, PSY 312, EDUC 401A or EDUC 401B

This course focuses on learner characteristics and general teaching approaches for individuals served in mild/moderate cross-categorical special education settings and general education settings. Pre-service candidates develop teaching techniques, design individual education plans, and develop curriculum for individuals with mild/moderate disabilities.

EDUC 345 Teaching Reading & Writing in the Middle School..... 2

Prerequisite: EDUC 230 or concurrent enrollment

Students learn to develop and implement strategies to teach middle-school children reading and writing culturally diverse settings, emphasizing the developmental needs of middle-school children. Integrating reading and writing with content instruction and assessment of learners’ progress will be included. (SP-A/S) (F-P/E)

EDUC 346 Clinical Practice Teaching Individuals with Cross-Categorical Disabilities 3

Prerequisite: EDUC 343 and EDUC 344

Pre-service candidates apply skills from introductory and method courses in settings with students with mild/moderate cross-categorical disabilities. This course provides a clinical teaching experience with mildly or moderately disabled individuals in cross categorical settings. Pre-service candidates participate in the instructional process of individuals or small groups, evaluate student performance by reviewing diagnostic data, and develop and implement educational programming. Pre-service Candidates develop plans and conduct a curriculum-based assessment based on best practices. Pre-Student Candidates’ clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU’s Conceptual Framework demonstrates how students become “Reflective Practitioners” in a multicultural holistic learning environment. This course includes a 60-clock hour practicum in an infant/toddler setting during the school day. (F-A/E) (SP-P/E)

EDUC 347A Elementary Content-Area Reading 2

Concurrent: EDUC 326 and EDUC 368 II

This course is designed to assist teacher candidates in developing competence planning for reading and writing activities and thinking skills across the curriculum. Candidates learn to make connections among concepts, procedures, and applications from content areas. This is intended to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real-world issues. Candidates develop thematic units incorporating techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

EDUC 347B Middle & Secondary Content-Area Reading..... 3

This course is designed to assist teacher candidates in developing competence in the use and implementation of communication and thinking skills in the content area. Candidates are expected to develop knowledge, skills, and dispositions for fostering among the middle and secondary students active engagement in learning, self-motivation, and positive social interaction, and to create supportive learning environments. Candidates develop techniques to foster activity inquiry, collaboration, and supportive interaction in the middle and secondary classrooms. Topics include developing vocabulary, constructing meaning in texts, reading and study strategies for textbook use, pre- and post-reading strategies, organization skills, using assessment tools, selection and preparation of appropriate and interesting reading materials, and integrating writing into the middle and secondary content area curriculum. For successful completion of this course, students must demonstrate penmanship competency in manuscript and cursive handwriting.

EDUC 349 Methods of Teaching Elementary & Middle School Science 2

Elementary Education Majors: Concurrent: EDUC 368 I, EDUC 378, EDUC 410 Middle School Natural Science Majors: Concurrent: EDUC 368 I

The course is designed to prepare prospective elementary and middle school teachers to develop and implement programs of science instruction for culturally diverse children in a variety of school settings. It will require students to learn a variety of teaching strategies in science instruction. The students will review the current science curriculum and demonstrate the effective implementation of science instruction through lesson plan preparation, use of manipulatives, micro-teaching, science experiments, research, and incorporation of state and national standards in lessons. The course will require students to use technology in micro-teaching and individual and cooperative learning activities. (F-A/P) (SP-A/P)

EDUC 351 Methods of Teaching Middle & Secondary Mathematics: Content Applications 2

Co-requisite: EDUC 359 I or EDUC 365 I

This course is designed to assist students in developing connections between mathematics theory and classroom practice. Students will be engaged in a practicum consisting of a variety of clinical experiences: classroom observations, micro-teaching, peer evaluation, action research, etc. Additionally, students will practice perfecting the use of a variety of lesson enhancers such as the use of manipulative materials, mathematical models, and simulations, learning centers, activity files, and technology-based tools. Pre-Student Candidates are assessed by teacher work sample methodology to include contextual factors, learning goals, assessment plan, design for instruction, classroom management, instructional decision-making, analysis of student learning, reflection, self-evaluation, and family involvement planning. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU's Conceptual Framework demonstrates how students become "Reflective Practitioners" in a multicultural holistic learning environment. This course includes

60-clock hours of field experience which must be completed during the school day.

EDUC 352 Methods of Teaching Middle & Secondary Social Science: Content 2

Emphasize the nature, characteristics, goals, content objectives, major theorists, terminology, units of analyses, and skills for social science at the secondary level with attention to the NCSS standards. Basic concepts in the eight disciplines of the social sciences are analyzed and reviewed. Students develop and organize the concepts and literature for an interdisciplinary thematic unit in the social sciences. (F-E)

EDUC 353 Methods of Teaching Middle & Secondary Social Science: Content Applications 2

Concurrent: EDUC 0352

This course is designed to teach students how to plan, implement, and evaluate the effectiveness of instruction in secondary social science classes. This course emphasizes the teaching of an interdisciplinary thematic unit by having students apply the methodology to content, classroom observation, clinical visits, and visits to social studies resource sites. It includes micro-teaching with peer and instructor evaluation, applications of cooperative learning, and small group discussion models. Additionally, students will develop lesson plan enhancers, audio-visual materials, and will digitalize all parts of the interdisciplinary unit. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (Mope). HSSU's Conceptual Framework demonstrates how students become "Reflective Practitioners" in a multicultural holistic learning environment. This course includes 60-clock hours of clinical experiences that must be completed during the school day. (F-A/P)

EDUC 354 Methods of Teaching Secondary Biology: Content 2

Prerequisites: EDUC 230, PSY 305, PSY 311 Concurrent: EDUC 355

The methodology presented in the course will include the latest trends in pedagogy, biology curriculum, content, knowledge, and application of safety practices and technology. It will stress "hands-on, minds-on" learning techniques, computer-based laboratory techniques, computer-aided simulation and or instruction, lesson plan construction and implementation, and available resources for biology teachers. The use of other technology-based instruction will be covered to include biological instrumentation laser video on CD-ROM and other appropriate materials, with stress on interactivity.

EDUC 355 Methods Of Teaching Secondary Unified Science (Biology): Content Applications 2

Concurrent: EDUC 354

EDUC 355 emphasizes the teaching of an interdisciplinary thematic unit by having students apply the methodology to content, classroom observation, and clinical visits and visits to resource sites. It includes micro-teaching with peer and instructor evaluation, applications of cooperative learning, and small-group discussion models.

Additionally, students will develop lesson enhancers, audio-visual materials, and will digitalize all parts of the science unit. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU's Conceptual Framework demonstrates how students

become “Reflective Practitioners” in a multicultural holistic learning environment. This course includes a 60-clock hour of clinical experiences that must be completed during the school day. (F-A/P)

EDUC 356 Methods of Teaching Secondary English: Content 2

Prerequisite: EDUC 230, PSY 305, PSY 311 Concurrent: EDUC 357

This course is designed to teach students how to plan instruction in Secondary English/Language Arts classes. The course emphasizes the nature, characteristics, goals, content objectives, and skills for English at the secondary level. Research and trends in curriculum development examined and explored include selected topics, problems, projects, and issues. Students design and develop an interdisciplinary thematic unit. Students also critique and evaluate selected instructional procedures. Students will have opportunities to explore various English classroom settings. (F-E)

EDUC 357 Methods of Teaching Secondary English: Methodical Content Applications..... 2

Concurrent: EDUC 356

This course is designed to teach students how to plan instruction in Secondary English/Language Arts classes. EDUC 0357 emphasizes the teaching of an interdisciplinary thematic unit by having students apply the methodology to content, classroom observation, clinical visits, and visits to English resource sites - including classroom settings. It includes micro-teaching with peer and instructor evaluation, applications of cooperative learning, and small group discussion models. Additionally, students will develop lesson enhancers, audio-visual materials, and will digitalize all parts of the interdisciplinary unit. Pre-Student Candidates’ clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU’s Conceptual Framework demonstrates how students become “Reflective Practitioners” in a multicultural holistic learning environment. This course includes 60-clock hours of clinical experiences that must be completed during the school day. (F-A/P)

EDUC 359 I Methods Of Teaching Middle School Mathematics: Content 2

Concurrent: EDUC 351

The Method for Teaching Middle School Mathematics course focuses on the NCTM and Missouri Show-Me Standards. Manipulatives, cooperative groups, the use of technology, activity files, learning styles of adolescents, and types of assessments are a few of the topics that the course will cover. Number and operations, algebra, measurement, geometry, data analysis, and probability will be taught through problem-solving. Students are taught to develop connections between mathematics theory and classroom practice. Students learn to evaluate the effectiveness of instructional episodes through observation and micro-teaching experiences, as well.

EDUC 365 I Methods of Teaching Secondary School Mathematics: Content 2

Concurrent: EDUC 351

This course is designed to aid future teachers in planning and delivering standards-based curriculum and instruction in the secondary school classroom. Thus, the course explores the variety of influences impacting the design and implementation of learning activities, with extensive emphasis placed on enriching problem-solving applications and excursions within upper-level mathematics. The course surveys both traditional and reform curricula and examines the research of major theorists whose works contribute to our understanding of how students learn mathematics.

EDUC 368 I Interdisciplinary Pre-Student Teaching Practicum 2

Concurrent: EDUC 349, EDUC 378 and EDUC 410

This course is designed to assist teacher candidates in developing connections between mathematics, science, and social studies curriculum theory and classroom practice. Candidates are expected to develop knowledge, skills, and dispositions for fostering among the one-six level students active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. Candidates develop techniques that will foster activity inquiry, collaboration, and supportive interaction in the elementary classroom. Pre-Student Candidates’ clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE) and quality indicators. HSSU Conceptual Framework demonstrates how students are to become “Reflective Practitioners” in a multicultural holistic learning environment. This course requires candidates to complete 60 clock hours of clinical experiences during the school day. (F-A/P) (SP-A/P)

EDUC 368 II Literacy-Area Pre-Student Teaching Practicum 2

Concurrent: EDUC 347A and EDUC 326

This course is designed to assist teacher candidates in developing competence in the use of English language arts while using concepts from reading, language, and child development to teach communication and thinking skills across the curriculum and in helping students in grades 1-6 successfully apply their developing skills to many different situations. Pre-Student Candidates are expected to develop knowledge, skills, and disposition for fostering among students in grades 1-6 active engagement in learning, self-motivation, positive social interaction, and to create supportive learning environments. Pre-Student Candidates are expected to administer formative and summative assessments to determine students’ understanding and use of language and to help students correct error patterns, misconceptions, and misunderstandings.

COURSE DESCRIPTIONS

Pre-Student Candidates also develop techniques to foster activity inquiry, collaboration, and support interaction in the elementary classroom. Pre-Student Candidates' clinical performance and teaching processes are assessed by the teacher work sample methodology to include contextual factors, learning goals, assessment plan, design for instruction, classroom management, instructional decision-making, analysis of student learning, reflection and self-evaluation, and family involvement plan. Pre-Student Candidates' performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE) and quality indicators. HSSU Conceptual Framework demonstrates how students are to become "Reflective Practitioners" in a multicultural holistic learning environment. This course requires candidates to complete 60 clock hours of clinical experiences during the school day. (F-A/P) (SP-A/P)

EDUC 376 Art Methods..... 3

This course is designed to teach basic art methods and techniques that extend across the curriculum. The students will learn the basic art elements utilizing different media. Observations and/or simulations are provided. (F-A/E) (SP-A/E) (SU-A/P)

EDUC 377 Music Methods..... 3

In this course, students apply the music content and skills acquired in MUS 0206 in the development of lesson plans for the teaching of music in laboratory teaching situations. (F-E) (SP-E) (SU-P)

EDUC 378 Social Studies Methods 2

Prerequisite: PSY 305, PSY 401A Elementary Education Majors: Concurrent: EDUC 349, EDUC 368 I, EDUC 410

This course is designed to teach students how to plan social studies instruction in Elementary school classes. In this course, students review the current social studies curriculum content appropriate for children. They become acquainted with current models of instruction at the elementary level. Emphasis is placed on the delivery of social studies content through appropriately formulated learning objectives in operational terms, various approaches to promoting learning, and the transfer of learning. Students learn to develop and use lesson plans for the teaching of social studies in laboratory teaching situations. Observations and or simulations involving teachers teaching social studies in a classroom setting are also provided. (F- A/P) (SP-A/P)

EDUC 380 Physical Education Methods 3

In this course, students review current physical education curricula for elementary school, develop and use lesson plans for teaching physical education activities in a laboratory setting, and acquire instructional skills in physical education. Observations and/or simulations involving teachers teaching physical education are provided. Pre-Student Candidates' clinical performance and teaching processes are assessed

using components from the Missouri Standards for the Preparation of Educators (MoSPE). HSSU's Conceptual Framework demonstrates how students become "Reflective Practitioners" in a multicultural holistic learning environment. This course includes 6 -clock hours of clinical experience during the school day. (F)(SP)

EDUC 385 Teaching Ethnic Studies in the Elementary School..... 3

This course is designed to provide information and techniques which teachers can use to integrate the experience of various minority groups into the total curriculum. Focus is on both information and effective methods of teaching, including the sources of helpful instructional materials.

EDUC 401 An Elementary Classroom Organization & Management 3

Program admission not required.

This course provides an opportunity for candidates to examine school/classroom management as a function which requires teachers to plan, organize, coordinate, direct, control, communicate and nurture within the context of an elementary classroom setting, the general school environment, and the community. Candidates will probe into theory and assessment techniques used to evaluate and understand individual students within their environmental contexts. 30 Practicum hours required (A College of Education requirement designed to give students early access and exposure to the school setting)

EDUC 401B Middle & Secondary Classroom Organization and Management..... 3

Program admission not required

This course provides an opportunity for candidates to examine the relationship between planning, organizing, and coordinating instruction in the middle and secondary classrooms with directing and managing the learning environment in the classroom, school, and community. Candidates will probe into theory and assessment techniques used to evaluate and understand individual students within their environmental contexts. 30 Practicum hours required (A College of Education requirement designed to give students early access and exposure to the school setting)

EDUC 402 Student Teaching Special Education 6

Prerequisite: Identified in College of Education Handbook

This course provides practical experiences in which students plan and implement cross-categorical special education instructional activities and work with teachers, administrators, specialized personnel, and parents in pluralistic school settings. Placement is for one half of the semester of student teaching.

Candidates develop techniques that will foster activity inquiry, collaboration, and supportive interaction in the classroom. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Educator Evaluation System (MEES).

EDUC 402III Supervised Student Teaching III 12

Prerequisite: Identified in the College of Education Handbook.

Students plan and implement instruction activities and work with teachers, administrators, specialized personnel, and parents in pluralistic school settings. Candidates develop techniques that will foster activity inquiry, collaboration, and supportive interaction in the classroom. Pre-Student Candidates' clinical performance and teaching processes are assessed using components from the Missouri Educator Evaluation System (MEES). (F)(SP)

EDUC 404I Paraprofessional Student Teaching 6

Prerequisite: Identified in College of Education Handbook

This course is a mentored learning situation where the pre-service teacher is placed in a classroom. The student observes and works alongside an experienced teacher. The mentor models effective teaching strategies and coaches paraprofessional classroom tactics.

EDUC 404II Paraprofessional Student Teaching II 6

Prerequisite: EDUC 404I

EDUC 404II is a continuation of the site-based apprenticeship conducted in EDUC 404I. Pre-Student Candidates develop techniques that will foster activity inquiry, collaboration, and supportive interactions in the classroom. Pre-Service Candidate's clinical performance and teaching processes are assessed using components from the Missouri Educator Evaluation System (MEES).

EDUC 408 Practicum in the Diagnosis of Reading Problems 3

*Prerequisite: EDUC 321, EDUC 326, EDUC 347A or EDUC 347B
Concurrent: EDUC 409*

This course provides a series of related experiences in the use of diagnostic instruments and procedures for identifying various kinds of reading difficulties. Students will have the opportunity of working with children in the use of instruments and procedures. 30

Practicum hours required (A College of Education requirement designed to give students early access and exposure to the school setting)

EDUC 409 Practicum in the Remediation of Reading Difficulties 3

*Prerequisite: EDUC 321, EDUC 326, EDUC 347A or EDUC 347B
Concurrent: EDUC 408*

This course is designed to provide practical experiences in the use of materials and techniques necessary in the development of word perception skills (phonic and structural), vocabulary skills, comprehension skills, and silent reading. Students will learn to use the information obtained from diagnostic instruments in the design and implementation of remedial programs of both clinic and classroom settings. This course will be taken concurrently with EDUC 0408. 30 Practicum hours required (A College of Education requirement designed to give students early access and exposure to the school setting)

EDUC 410 Methods for Teaching Mathematics 2

Prerequisite: MATH 120, PSY 305 and EDUC 401A Elementary Education Majors: Concurrent: EDUC 349, EDUC 368 I and EDUC 378

This course is designed to assist students in developing methods and materials for delivering standards-based curriculum, instruction, and assessments in elementary mathematics classrooms. Students learn to align instructional objectives and performance tasks with those of the Missouri Assessment Program (MAP) and to utilize varied forms of alternative assessment. Students will learn to select and use materials in print, electronic and manipulative forms that are appropriate for the maturity levels and learning styles of diverse learners. (F-A/P) SP-A/P)

EDUC 411 Teaching Remedial Mathematics to the Exceptional Child 2

Prerequisite: EDUC 410

This course is designed to assist students in developing strategies to assist special-needs learners to understand and construct meaningful conceptions of number and number operations/relationships. Important focal points of the course relate to the use of intervention strategies, prescriptive teaching techniques, and developmental approaches to ensure that the effects of students' learning difficulties in mathematics are minimized. The course makes extensive provisions for the use of multiple mathematical representations and concrete materials. (SP-E)

EDUC 413 Assessment of Young Children 3

Prerequisite: EDUC 312, EDUC 313 and EDUC 314

Students learn appropriate assessment procedures to observe, evaluate, monitor, and report the development of children birth to age 8 in the cognitive, social, physical, and emotional areas. Students will experience instructional and guidance procedures for integrating children with and without disabilities through various methods including the appropriate use of technology. The use of authentic assessment will be emphasized. (F-E) (SP-E)

EDUC 414 Promoting Math & Science Readiness in ECE 3

Prerequisite: EDUC 312, EDUC 313 and EDUC 314

The course helps students plan and implement activities and materials that encourage mathematical and scientific skill development in young children from preschool through grade three. The course focuses on problem-solving, critical thinking, constructionist teaching, and integration of curriculum. Pre-Service Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE) and quality indicators. This course includes a 15-clock hour practicum (five hours Pre-K and ten hours K-3) which must be completed during the school day. (F-A/P/E)

EDUC 415 Science & Social Studies In Early ECE..... 2

Prerequisite: EDUC 312, EDUC 0313 and EDUC 314

This course is specifically designed for review of the current science curriculum and social studies content appropriate for children. Students learn to develop and select developmentally appropriate materials and methods for teaching science and social studies in classroom settings. Pre-Service Candidates' clinical performance and teaching processes are assessed using components from the Missouri Standards for the Preparation of Educators (MoSPE) and quality indicators. This course includes a 15-clock hour practicum (five hours Pre-K and ten hours K-3) which must be completed during the school day. (SP-S)

EDUC 416 Family Involvement/Parents as Teachers ... 3

The course is designed to provide students with strategies, materials, techniques, and resources suitable for use by them as teachers in helping parents become their children's first teachers and assume the responsibility of educating young children from birth through the formative preschool and primary education years. A variety of backgrounds are explored. A systems approach to the family will be emphasized. (F-E)

EDUC 430 Career/Transition Education for Special Education 3

Prerequisite: PSY 312 or Concurrent Enrollment

This course will help prepare teachers to assist students with disabilities and to become more productive on the job, in the community, in the home, and leisure activities. The focus will be on using resources available in the schools and community to assist in developing the necessary skills for daily living, personal-social relations, occupational and leisure activities, and employment. It prepares teachers to either infuse career services into the existing curriculum or to provide a separate career transition curriculum. This course acquaints students with community resources, promotes collaboration with other resources within the school system, stresses family and student participation in the process, and acquaints students with assessment-based transition/ career planning. (SP-E)

EDUC 491 Topics In Education1-3

The purpose of this course is to provide students with information and skills necessary for success and growth in the field of education. Students may work in partnerships with faculty, school, family, and community to gain increased insight into the perspectives and the experiences of educators by examining factors shaping individual classrooms, schools, and districts. Topics covered will include, but not be limited to parental involvement, differentiated instruction, multiple intelligences, diversity, community involvement, assessment, cultural sensitivity, advocacy, legal rights, special education, literacy, mathematics content, social studies/social science content, science content, interdisciplinary teaching and learning, and knowledge of available resources.

A secondary goal of this course is to utilize educational research. Research in education is an important tool for the development, evaluation, intervention, and improvement of education. Quality research will improve professional knowledge in the field and provide continued degrees.

ENGLISH (ENG)

ENG 110 I English Composition I..... 3

Prerequisite: Evidence of college-level readiness in English composition.

English Composition I emphasizes the process of writing effectively for a variety of audiences and purposes. (F-EV-A) (SP-OD-A)

ENG 110 II English Composition II..... 3

Prerequisite: ENG 110 I

English Composition II builds upon the skills developed in English Composition I and focuses primarily upon the process of writing with sources. (F- EV-A) (SP-OD-A)

ENG 203 Introduction to Literature 3

Prerequisite: ENG 110 II

Introduction to Literature involves reading and writing about literature from around the world with an emphasis on literary elements and reader responses. A sampling of notable genres from a variety of eras and countries will be studied to give the students wider knowledge of well-known short stories, poems, and plays. The students will read, interpret, discuss, and write about the various selections. (F-A) (SP-A)

ENG 311 Themes & Topics in British Literature..... 3

Prerequisite: ENG 203 or permission of the instructor

Themes and Topics in British Literature examines an important aspect of British literature such as a writer or group of writers, a literary movement, and an evolving theme or a specific genre. (SP-OD-A)

ENG 317 Mythology 3*Prerequisite: ENG 203*

Mythology has many dimensions and may be used in many ways with elementary and secondary students. A study of myths may stress their religious significance, may be presented in the light of their meaning for various cultures, or maybe analyzed for anthropology or psychology, literature, art, or music. In this course, the interest will be directed to myths as stories and their importance in the world of literature and how they influence ancient and modern literature, art, and music. (F-EV-OD-A) (SP-OD-A)

ENG 318 Literature for Adolescents 3*Prerequisite: ENG 203 or permission of the instructor*

Literature for Adolescents explores the literature written for an adolescent audience or what is considered recommended reading for adolescents. (F- A/E) (SP-A/E)

ENG 320 I American Literature I: Beginnings to 1865... 3*Prerequisite: ENG 203 or permission of the instructor*

American Literature I is a survey of American Literature from its pre-colonial beginnings through the end of the Civil War. (F-A/E)

ENG 320 II American Literature II: 1865 to the Present 3*Prerequisite: ENG 203 or permission of the instructor*

American Literature II is a survey course designed to cover the texts of the major authors in American literature from 1865 until the present time. Authors of diverse backgrounds, ethnicities, and lifestyles will be represented. (SP-A/E)

ENG 323 Themes & Topics In American Literature 3*Prerequisite: ENG 203 or permission of the instructor*

Themes and Topics in American Literature examines an important aspect of American literature such as a particular writer or group of writers, a literary movement, an evolving theme, or a specific genre. (F- SP-A)

ENG 325 Multicultural Survey Literature of the United States 3*Prerequisite: ENG 203*

This course will study the literary traditions of Native Americans, African Americans, Asian Americans, and Latino Americans in the United States.

ENG 326I Major British Authors I: Beginnings to 1798. 3*Prerequisite: ENG 203 or permission of the instructor*

Major British Authors I is a survey of the work of major British authors from the 10th century to 1798. (F-A)

ENG 326II Major British Authors II: 1798 to the Present 3*Prerequisite: ENG 203 or permission of the instructor.*

Major British Authors II is a survey of the work of major British authors of the Romantic, Victorian, and modern periods.

ENG 330 Advanced Composition 3*Prerequisite: ENG 203 or permission of the instructor.*

Advanced Composition explores advanced rhetorical strategies and processes. (F-SP-EV-A) (F- OD-E)

*ENG 332 Professional and Technical Writing 3**Prerequisite: ENG 0110 II or permission of the instructor.*

Professional and Technical Writing emphasizes the process of producing effective transactional writing. (F-E) (SP-A)

ENG 336 Modern Grammar 3*Prerequisite: ENG 203 or permission of the instructor.*

Modern Grammar explores contemporary linguistic theory as it applies to the study of grammatical concepts. (F-OD-A/E) (F-EV-A)

ENG 337 History Of The English Language 3*Prerequisite: ENG 203*

History of the English Language examines the impact of major historical, social, and technological events on the development of the English language from the fifth century to the present. (F-SP-EV-A) (SP-OD-E)

ENG 340 Writing Internship 3*Prerequisite: ENG 203*

Writing Internship enables students to examine and apply current writing-process theory by writing, observing their writing processes, reading, and discussing relevant research, and teaching their writing lessons. (F-SP-OD-A/E) (F-EV-E)

ENG 341GREAT PLAYS 3*Prerequisite: ENG 203*

The course, Great Plays, is designed to cultivate students' interest in and understanding of world drama. A sampling of notable plays from a variety of eras and countries will be studied to give students a wider knowledge base of well-known plays. The plays included will be selected primarily for their artistic greatness and historical importance. Some plays will be read silently, some aloud and some will be viewed. The students will read, interpret, discuss, report, and write about the various plays. Students will also be given opportunities to attend plays in the community. (F-SP)

COURSE DESCRIPTIONS

ENG 344 Introduction to Literary Criticism 3

Prerequisite: ENG 203 or permission of the instructor.

Introduction to Literary Criticism is a course designed to introduce the primary concepts, methodologies, and theories concerning the interpretation of literary texts developed during the 20th century. Included in this course are the ideas associated with the following critical schools: psychoanalytic, semiotic, reader response, narratology, Marxist, feminist, gender-based, lifestyle-based, and post-colonial.

ENG 350 Contemporary American Literature..... 3

Contemporary American Literature is a course that attempts to understand, evaluate, and interpret selected themes, topics, and developments in American literature from the post-Vietnam era until the present. The emphasis, however, is upon the past twenty years and does include those authors who are experimenting with the world of graphic novels, multimedia presentations, and electronic texts.

ENG 351 World Literature 3

Prerequisite: ENG 203

ENG 351 is a critical and comparative study of selected works in translation, primarily from European, Asian, African, and South American literature. (F- SPEV-A) (SP-OD-E)

FINANCE (FIN)

FIN 325 Fundamentals of Financial Planning & Insurance 3

Prerequisite: BSAD 321

This course covers principles of personal budgeting, investments, insurance, real estate, credit, and taxation needed to manage income, expenses, and savings necessary to meet present and plans, retirement and estate planning, and other related topics.

FIN 420 Investment Finance 3

Prerequisite: BSAD 321

Students in this course will master the fundamentals of financial securities, their valuation techniques, and the financial markets in which they are traded. The course provides concepts on an overview of portfolio theory, fixed income portfolio management as well as the analysis between risk and return (valuation option). It will also include a survey of current research in investments. Upon completion of the course, students will have learned appropriate investment objectives, developed in-depth optimal portfolio strategies, and evaluated investment performance.

FIN 430 Estate Planning and Trusts 3

Prerequisite: BSAD 321

This course introduces students to the responsibility of a financial planner in the formulation and implementation of an estate plan. Topics of discussion include life transfers, trusts, gifts, estate reduction methods, tax implications in estate planning, business, and inter-family transfers regarding incompetency, and the role of fiduciaries.

FIN 435 Retirement Planning & Employee Benefits..... 3

Prerequisite: BSAD 0321

This course is designed to introduce students to the retirement planning process. The course will help students gain an appreciation for and the shortcomings of employee benefits and help them develop skills to counsel others on retirement and employee benefit decisions. Topics of discussion include corporate pension and profit-sharing plans, self-employed plans, IRAs, annuities, health insurance plans social security plans, and others.

FIN 450 Real Estate Finance 3

Prerequisite: BSAD 0321

This course will focus on applying economic and finance concepts to real estate problems. The course will cover topics in mortgage instruments, mortgage markets, residential real estate closing, income property analysis, financial leverage, real estate valuation, securitization, and real estate investments.

FIN 455 Applied Portfolio Management 3

Prerequisite: BSAD 0321

This course covers both the theoretical and the practical side of investments through cases, articles, homework, and data exercises. It covers the classical Portfolio Theory (i.e., Markowitz optimal allocation, CAPM, Index, and multifactor models) and discusses Market Efficiency issues in practice. It stresses the international dimensions of portfolio theory (i.e., international diversification, optimal global portfolio selection, and emerging markets). It addresses issues of portfolio strategy, asset allocation, and performance evaluation.

FIN 460 Commercial Bank 3

Prerequisite: BFIN 455

Commercial Banking is a finance course structured in the context of "risk management in banking." Students will examine "how" banks generate earnings and the risks they incur in operations. Specific focus will be on regulations and reform, bank capital, subprime mortgages, Fannie/Freddie (GSEs), FDIC bank & economic outlook, the Federal Reserve Bank & Treasury policies, commercial and consumer credit and the current global banking outlook.

FIN 470 International Finance 3

Prerequisite: FIN 460.

The International Finance course focuses on the financial activities of economic entities when they are engaged in overseas operations and to familiarize themselves with the concept of a global financial marketplace. The course provides an analysis of the financial activities, trends, and economic policy decisions through an international perspective. The course focuses on certain areas of global financial infrastructure such as international monetary relations and international financial markets, as well as corporate decision-making issues taken in the context of globalized finance.

FIN 475 Capstone Project in Finance..... 3

Prerequisite: Completed all 100, 200, 300, and 400 level courses and must be in graduating senior semester.

This course integrates and synthesizes the entire course of study of the bachelor's degree in Finance. Students are required to demonstrate knowledge and concepts learned in the core and elective curriculum and apply them in analysis, evaluation, and completion of practical business case studies, capstone simulation, and business plans.

FIN 495 Finance Internship 3

Prerequisite: Students must complete a minimum of 90 credit hours to qualify for an internship.

This course is designed to provide students with a practical learning experience in an approved financial institution. It bridges the gap between the classroom and the business world.

GEOGRAPHY (GEOG)

GEOG 200 Principles Of Geography 3

This course is a survey of the physical processes acting on the earth's terrain and man's role of interaction with and perceptions of his environment. The survey covers a broad range of topics within the areas of physical and cultural geography, including basic geology, climate, world regions, population, and environmental problems.

GEOG 300 Geography of the United States 3

Prerequisite: GEOG 200

GEOG 300 is a study of contributions of people from diverse lands on the development of American civilization and its evolution from colonial origins to the present.

GEOG 310 European People And Civilization..... 3

Prerequisite: GEOG 200

This course is an examination of the geographical expansion of distinctive people and the regional cultures of Europe. Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures.

GEOG 320 African People and Civilization..... 3

Prerequisite: GEOG 200

GEOG 320 is an examination of the geographical expansion of distinctive people and regional cultures of Africa. Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures.

GEOG 330 Islamic People and Civilization 3

Prerequisite: GEOG 200

GEOG 330 is an examination of the geographical expansion of distinctive people and regional cultures of Islam. Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures.

GEOG 350 Latin American People & Civilization 3

Prerequisite: GEOG 200

This course is an examination of the geographical expansion of distinctive people and the regional cultures of Europe . Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures.

GEOG 360 Asian People and Civilization 3

Prerequisite: GEOG 200

GEOG 360 is an examination of the geographical expansion of distinctive people and regional cultures of Asia. Themes include hearth areas, patterns of diffusion, areas of distribution, and conflict between cultures.

GEOG 401 Geographic Information Systems 3

Prerequisite: GEOG 200

This course is an introduction to the use of Geographic Information Systems software. Students will learn about geospatial data types, sources of geospatial data, and geospatial data management. Students will gain hands on experience in spatial data analysis, imagery interpretation, and visualization of real-world data. The course will include demonstrations of GIS applications in ecology, urban planning, social science, and business.

COURSE DESCRIPTIONS

GEOG 420 GEOINT Capstone..... 3

Prerequisites: GEOG 200, RM 301, GEOG 401, GEOG 490, GEOG 492, and an approved analytic elective course.

This course is the capstone requirement for the Geospatial Intelligence (GEOINT) certificate. The capstone experience will cover the 4 technical competencies of GEOINT: GIS and analysis tools, remote sensing and imagery analysis, geospatial data management, and data visualization. The capstone will also include experiential learning activities, including addressing a real-world geospatial intelligence problem, a written report and a delivered presentation. The GEOINT capstone should be the last course taken in the pursuit of the GEOINT certificate.

GEOG 425 Urban Geography 3

Prerequisite: GEOG 401

This course is a survey of urban forms and functions from a geographic perspective. This is a study of urban landscapes as exemplified by the world's premier cities. The course reviews urban physical environment, origin and growth of cities, metropolitan influence, urban development, growth management, and high technology with a better understanding of trends and the future form of cities. This course will also explore the use of GIS for the study of urban areas and urban planning.

GEOG 430 Remote Sensing 3

Prerequisite: GEOG 200.

This course is a survey of remote sensing technologies and their use in measuring features on the surface of the earth, as well as understanding the size and shape of the earth. Students will learn about the technical aspects of remote sensing satellites, data collection, and data processing and analysis.

GEOG 435 Political Geography 3

Prerequisite: GEOG 200

GEOG 0435 analyzes how humans organize space for political purposes. Case studies of interactions of geographical areas and political processes will be examined.

GEOG 440 Economic Geography 3

Prerequisite: GEOG 200

This course examines economic development from a geographic perspective for three spatial levels: international, national, and metropolitan.

GEOG 490 Topics in Geography..... 3

Prerequisite: GEOG 200

From time to time, other courses are offered on topics of current interest within the Geography field. These are in addition to the core of courses identified above and, when offered, will be listed in the University's Course Schedule.

GEOG 492 Physical Geography..... 3

Prerequisite: GEOG 200

This course is a study of the various components of the natural environment, the processes involved in their development, their distribution over the earth, and their basic interrelationships. The course covers a broad range of topics within the physical geography area, including the science of map-making, remote sensing, global positioning system, topographic maps, atmospheric and oceanic circulations, water resources, violent storms, climate and climate change, hazards, and earth stewardship.

GEOLOGY (GEOL)

GEOL 250 I General Geology..... 3

Among the topics discussed are erosion and deposition, plate tectonics, earthquakes, exploratory geology, and planetary geology. This course involves field and laboratory experiences in addition to classroom lectures. (S)

HEALTH CARE MANAGEMENT (HCM)

HCM 300 Health Care Systems 3

Prerequisite: BASD 200

This course provides a current and comprehensive overview of the basic structures and operations of the U.S. health care system from its historical origins and resources, to its services, cost, and quality. The course uses a managerial system approach to provide a solid overview of how the various components of health care organizations and their finances fit together. Organizational forms and financing concern molding its future and related topics. (F)(SU-OD)

HCM 310 Principles Epidemiology..... 3

Prerequisite: HCM 0300

HCM 310 studies the patterns of diseases and their impact on health care delivery. It includes an overview of the planning of health services based on the distribution of acute and chronic diseases and related topics. (F) (SU-OD)

HCM 320 Health Care Economics..... 3

Prerequisite: ECON 204, HCM 000

This course analyzes the demand and supply dynamics in public health and medical care and is an overview of

economic theory in the analysis of problems of health resources, markets, manpower shortages, nonprofit enterprises, insurance programs, Medicare/Medicaid, and related topics. (SP)(SU-OD)

HCM 330 Administration of Health Care Organizations 3

Prerequisite: HCM 300

This course covers the managerial process including planning and decision-making, influencing, controlling, and changing health care organizations, and the effects of the environment, technology, and human behavior on organizational design, structure, performance, and related topics. (SP)(SU-EV)

HCM 400 Health Care Law and Ethics 3

Prerequisite: HCM 300

This course studies ethical issues in corporate, medical, and health care settings. It emphasizes the legal and legislative process, legal terminology, legal reasoning with practical applications to health care management, health policy decisions, and related topics. (F)(SU-OD)

HCM 420 Health Care Human Resources Management 3

Prerequisite: HCM 300

This course studies the management of human resources in health care settings. Students learn the key components of human resources management including interviewing, selection, training, retention, evaluation, coaching, counseling, mentoring, grievance management, and related topics. (F)(SU-E)

HCM 440 Health Care Planning and Marketing 3

Prerequisite: HCM 300, MRKT 320

This course examines the importance of health care planning and marketing as the business changes from a seller to a buyer's market. It will help students understand the planning process and ways to solve problems, analyze decision-making, and implement changes. (SP)(SU-E)

HCM 450 Financial Management Of Health Care Institutions 3

Prerequisite: ACCT 204, HCM 460, HCM 470

This course is an application of the concepts of financial management to health care organizations, including financial planning principles, reimbursement procedures, government regulations, legal restraints, and related topics. (SP)(SU-E)

HCM 460 Long-term Care Administration 3

Prerequisite: HCM 330

This course studies long-term services and facilities with special consideration on the changing organizational structures of long-term care institutions. The management

of long-term care facilities will be described and analyzed as essential elements in the continuum of contemporary health care delivery and related topics. (SP)(SU-E)

HCM 470 Managed Health Care..... 3

Prerequisite: HCM 300

This course studies the history and evolution of managed health care, along with its structure, operations, and participants. Topics include plan and provider interaction, the role of purchasers, utilization management process, quality improvement initiative, regulatory and legal issues involved in managed care, and related topics. (SP)(SU)

HCM 472 Global Health Care Management 3

Prerequisite: HCM 300

This course examines the realities and globalization of health care around the world and offers a contemporary view of current and future international trends. Worldwide health needs, health systems organization and management, and the cost and price of healthcare are addressed. Health resources, competition from new health care delivery vehicles, entities influencing world health, and health system efficiency are included. A semester-long group project will employ the knowledge received to generate an ideal international health system.

HCM 474 Applied Statistical Methods in Health Care Research 3

Prerequisite: Must be graduating senior in the semester registered.

A capstone course designed to provide students with an intensive study of concepts, techniques of statistical analysis, and research as applied to the health care industry and related topics. (SP)

HCM 475 Strategic Management in Health Care Organizations 3

Prerequisite: HCM 450. Students are required to be enrolled in their graduating semester and must secure the Department Chair's approval to register for the course.

This course is a Health Care Management capstone course designed to bring together many of the subjects taken in previous semesters. This will be done through the analysis of health care management cases and the design of a business plan.

HCM 478 Medical Tourism Management 3

Prerequisite: HCM 0300 or HTM 0300

This course introduces students to the global healthcare tourist industry from a multinational business perspective and will emphasize patient travel for treatment within the United States and abroad. Students will understand customer marketing, finance, regulatory, legal, and coalition strategies utilized by healthcare providers. Professional competencies for clinical and non-clinical patient care will include

COURSE DESCRIPTIONS

transparency, legal, information technology, and privacy issues and the special needs and expectations of traveling patients from diverse geographical, cultural, and religious backgrounds.

HCM 479 Topics in Health Care Management 3

Prerequisite: HCM 300

This course analyzes current events in health care management in terms of historical background, present status, and emerging issues and may be repeated for credit if content differs.

HCM 490 Information Technology for Healthcare Managers 3

Prerequisite: HCM 300

This course provides an intensive, comprehensive overview of healthcare information technology, including the effects of the external environment and HIT. The course includes effects of government policies, managerial operational leadership, the basics of hardware, software and communication systems, and clinical applications. HIT strategic alignment, statistical analysis, research and operational effectiveness, and strategic competitive advantage are addressed.

HCM 495 Health Care Management Internship..... 3

Prerequisite: Senior standing, all 100, 200, 300- level courses. Students must complete a minimum of 90 hours to qualify for an internship.

This course is designed to provide students with opportunities to integrate practice, theory, and knowledge gained through the program in a health care facility designed as an internship site. (F)(SP)(SU)

HISTORY (HIST)

NOTE: The completion of any American History Survey courses – such as HIST 143 U.S. History I or HIST 144 U.S. History II – meets that portion of the State of Missouri requirement concerning an examination on the history of the United States and its institutions (RSMO. 170.011).

HIST 143 U.S. History I 3

This course surveys the history of the United States from the European encounter to the end of the Civil War.

HIST 144 U.S. History II..... 3

Prerequisite: HIST 143

This course covers major themes and events in American history since the Civil War.

HIST 213 World History I..... 3

HIST 213 surveys the history of humankind from the Stone Age to the Middle Ages. American, African, Asian, and European civilizations will be surveyed.

HIST 214 World History II 3

Prerequisite: HIST 213

This course covers major themes and events in worldwide developments since 1500. Topics include the Protestant Reformation, European explorations and conquests, new world slavery, democracy, industrialization, imperialism, World Wars I and II, and the independence movements of the 20th century.

HIST 300 History of the American City 3

Prerequisite: HIST 143 and HIST 144

This course will give an overview of the role of the city in American life. Topics to be discussed will include the nature of the colonial city, the function of the city in the revolution, the impact of the city in opening up the West, the antebellum city, the early industrial city, the city and the automobile, suburbanization, the decline of the central city and recent efforts at urban renaissance.

HIST 301 A Multi-Cultural History of the United States 3

Prerequisite: HIST 143 and HIST 144

This course will examine and study selected epochs within the past and contemporary histories of Native Americans, African Americans, Asian Americans, and Latino Americans. This study will be an analysis of the societal, political, economic, and cultural phenomena that influenced and impacted their emergence as a defined people, respectively, in the United States of America. This course will examine their historical persistence that cumulatively shaped the overall history and development of the United States of America. (F-P) (SP-A)

HIST 302 History of Women's Movements in American Society..... 3

Prerequisite: HIST 143 and HIST 144

This course combines a study of the history of women's experiences in America with an examination of women's participation in U.S. social movements. This course is reading-intensive and begins with a discussion of women's historiography and an analysis of women's experiences in the early 18th century and concludes with an evaluation of women's issues in the late 20th century. In keeping with current scholarship in U.S. women's history, the course includes the experiences of women of diverse social-economic, cultural, and racial backgrounds in its assigned readings and content. (F-A) (SP-E)

HIST 306 African American History 3*Prerequisite: HIST 143 and HIST 144*

This reading-intensive course surveys African American history from the Middle Passage through the late 20th century. It examines information about the slave trade and Middle Passage, the colonial period, slavery, opposition and resistance to slavery, the Civil War and Reconstruction, African Americans in the early 20th century, the Great Migration, the Great Depression and New Deal, World War II, the Civil Rights Movement, Black Power, and recent events. Students study and analyze with a special emphasis on African Americans' geographical, social, and political movements.

HIST 307 U.S. Sociocultural History 3*Prerequisite: HIST 143 and HIST 144*

This course is a critical appraisal of the significant trends and phenomena that affect the sociocultural history of American society. Representative topics for analysis include, but are not limited to, religion and education, agrarianism, social Darwinism, reformism, industrialization and urbanization, immigration, and race relations.

HIST 318 Recent American Foreign Relations 3*Prerequisite: HIST 143, HIST 144, HIST 214*

HIST 318 provides an in-depth analysis of America's relations with the world community from 1945 to the present. Topics to be studied include imperialism, isolationism, the diplomacy of war and peace, the advent of nuclear weaponry, Third-World powers, and international terrorism.

HIST 381U.S. Economic History 3*Prerequisite: HIST 143 and HIST 144*

This course is a study of the major developments in the American economy. Topics include colonization, early capitalism and industrialism, government's role in the economy, the Industrial Revolution and its social consequences, the rise of the corporation, the Great Depression and the New Deal, the international economy, and the post-industrial society.

HIST 382 A History of Social Movements in the United States 3*Prerequisite: HIST 143 and HIST 144*

This course will discuss the various economic, social, political, and cultural underpinnings of an array of American social movements. Particular movements to be discussed will be Women's Suffrage, the early labor movement, the Civil Rights movement, the '60s counterculture, the GLBT movement, the Environmental Movement, the Anti-war movement, and Contemporary Feminism.

HIST 400 Ancient History 3*Prerequisite: HIST 213 and HIST 214*

This course is an overview of world history from prehistoric times to the rise of the classical period circa 500 B.C. It covers human evolution, the advent of agriculture, village and town life, and the emergence of city cultures in Mesopotamia, Egypt, India, and China.

HIST 401 Classical History 3*Prerequisite: HIST 213 and HIST 214*

This course is an overview of world history from circa 500 B.C. to approximately 500 A.D. Topics to be covered include the rise of Greek city-states, Classical Persia, Alexander the Great and the Hellenistic world, Rome during the republican and imperial ages, India during the Gupta dynasties, Confucian China, and the Han dynasty.

HIST 402 Modern World History 3*Prerequisite: HIST 213 and HIST 214*

This course is an overview of world history from circa 1900 to the present. Topics to be covered include the industrial and urban revolutions, World War I, the rise of managerial capitalism, modernism as an artistic movement, fascism, World War II, the cold war, the liberation of the third world, feminism, environmentalism, the move toward a global economy, suburbanization and edge cities, the emergence of Islamic fundamentalism, the restructuring of Eastern Europe and the transformation of the Pacific Rim. (F-E) (SP-A)

HIST 403 History of Europe 3*Prerequisite: HIST 213 and HIST 214*

This course is a survey of the history of Europe from the fall of Rome to the present. Topics include the Germanic invasions, Charlemagne, the impact of the Norsemen, the rebirth of cities, the Medieval church, the Renaissance, the Reformation, the age of expansion and conquest, the scientific revolution, the Enlightenment, the French Revolution, the Conference of Vienna, the urban/industrial revolutions, Fin De Siècle culture, World War I and the Russian Revolution, the rise of Nazism, World War II, the Cold War, suburbanization, the student rebellions of 1968, the breakup of the Soviet Union, and the move toward a United Europe.

HIST 404 History of the Islamic World 3*Prerequisite: HIST 213 and HIST 214*

This course is a survey of the history of Islam and Islamic cultures since the time of Mohammed. Topics include the life of Mohammed, the Orthodox/ Umayyad Caliphates and the rapid expansion of Islam, Abbasid Baghdad, classical Islamic culture, infusion into Sudanese Africa, the Ottoman Empire, Safavid Persia, the Mogul dynasty in India, European influence, and the contemporary resurgence of Islam.

COURSE DESCRIPTIONS

HIST 405 History of Africa..... 3

Prerequisite: HIST 213 and HIST 214

This course is a survey of the history of Africa since the fourth century. Topics include the breakup of the Kushite civilization, the emergence of the trading empires of West Africa, the Swahili cities of the East African Coast, Great Zimbabwe, European influence before 1800, and the slave trade, through European partition and colonization.

HIST 406 History of China and the Far East..... 3

Prerequisite: HIST 213 and HIST 214

This course is a survey of the history of China and the Far East from the seventh century. Topics include the Tang dynasty, the Nara and Heian periods in Japan, the Sung dynasty, Mongol rule in China, Japanese feudalism, the Ming and Manchu dynasties, the Tokugawa Shogunate, European intrusion, Japanese industrialism, the 1911 and Communist Revolutions in China, the liberation of Southeast Asia, and the rise of the Pacific Rim.

HIST 407 History of Latin America..... 3

Prerequisite: HIST 213 and HIST 214

This course is about the portions of the western hemisphere that were colonized by Portugal and Spain. It includes a discussion of pre-colonial societies, the colonial period, the caudillo government, imperialism, and reform movements.

HIST 408 The French Revolution 3

Prerequisite: HIST 213 and HIST 214

This course offers a discussion of Europe on the eve of the revolution, the outbreak and course of the revolution, the significance of Napoleon, the Congress of Vienna, and the lasting heritage of the era.

HIST 410 Medieval and Renaissance Europe 3

Prerequisite: HIST 213 and HIST 214

This course will cover events in Europe from the fall of the Roman Empire to the Renaissance in the 16th century. Within this period, the role of the early Christian church, art, and technology will be emphasized. Contact with foreign cultures such as the Islamic world and New World will also be discussed.

HIST 411 The Age Of Enlightenment and Revolutionary Europe 3

Prerequisite: HIST 213 and HIST 214

This course will focus on the upheaval of the church that began with the Protestant Reformation in the 16th century and continues through the Age of Enlightenment in the 17th and 18th centuries. The course will culminate with the French Revolution and the beginning of the Napoleonic wars in 1804.

HIST 412 The Age of European Empires..... 3

Prerequisite: HIST 213 and HIST 214

This course will focus on the global reach of European civilization in the 19th and early 20th centuries. Special emphasis will be placed on the coexistence established at the Congress of Vienna and the race for colonies in the 19th century, fin-de-siècle intellectual culture, and nationalist movements. The course will culminate with the global catastrophe of World War I.

HIST 413 20th Century Europe 3

Prerequisite: HIST 213 and HIST 214

This course will cover the transformation of Europe from a region divided by nationalism to one united by consumerism and economic cooperation in the late 20th century. Special emphasis will be placed on the conflicting ideologies of communism, fascism and democracy and free-market capitalism.

HIST 451 Proseminar in History 3

Prerequisite: HIST 213 and HIST 214

This course is meant to be the capstone experience for students in history. Students will be immersed in the secondary literature on a particular topic and will be required to write a major research paper utilizing primary sources. Topics will vary from semester to semester.

HIST 490 Topics in History 1-3

From time to time, other courses are offered on topics of current interest within the field of history. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.

HIGHER EDUCATION (HSSU)

HSSU 100 Seminar in Higher Education.....1

Required competency for all freshmen and new students with fewer than 24 credits.

This course is designed to help students gain the knowledge, skills, and dispositions associated with higher education. It is intended to help students begin their college careers successfully by acquainting them with the nuances involved in the unique mission of Harris-Stowe State University.

HSSU 300 Topics in Higher Education.....1

Required competency for all new transfer students with 24 or more credits.

This course acquaints students with the rationale and methods of inquiry that inform their respective fields of study in higher education, explores professional issues, and provides additional orientation and guidance to the unique mission of Harris-Stowe State University.

LANGUAGE (LANG)

LANG 100 Basic Conversational Foreign Language.....1

This introductory course is designed to enable students to begin speaking and writing simple Spanish phrases as well as to provide an understanding of the language. Emphasis will be placed on the use of Spanish words and phrases in everyday interactions and conversational settings. The class will use a variety of strategies and materials to accommodate multiple learning styles. Students should possess a working knowledge of basic computer functions and applications.

MATHEMATICS (MATH)

MATH 35 College Algebra Co-Requisite..... 2

Prerequisite: (ALG 30 OR MATH 10 OR Placement into MATH 35) AND Concurrent Registration in MATH 135

This course serves as a companion to MATH 0135, College Algebra, for students whose background indicates that they require extra help in the course. This course does not count for college credit and may only be taken on a Pass/Fail basis. (F) (SP)

MATH 135 College Algebra..... 3

Prerequisite: ALG 40 OR ALG 38 OR MATH 35 OR Concurrent Registration in MATH 35 OR Placement into college-level MATH courses

The topics that will be covered in this course are graphs of equations, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations, sequences, and counting techniques. This course satisfies the General Education requirement for Mathematics. (F-A/E) (SP-A/E)

MATH 140 Trigonometry..... 3

Prerequisite: Grade of C or better in MATH 135

Among the topics included in this course are trigonometric functions, angle measurements, solutions of triangles, trigonometric identities, circular functions, and trigonometric equations. Note: Students who have received credit for MATH 0165 may not receive credit for MATH 0140. (SP)(SU)

MATH 160 Concepts of Geometry..... 3

Prerequisite: Grade of C or better MATH 135 or MATH 165

Two-dimensional Euclidean geometry from a selected set of postulates is studied together with its historical development and philosophical implications. Non- Euclidean geometry is also introduced in this course. (F)(SU)

MATH 165 PreCalculus..... 5

Prerequisite: ALG 40 OR ALG 38 OR Placement into college-level MATH courses or Departmental Approval.

This course takes a function-centered approach and focuses on problem-solving involving algebraic, exponential, logarithmic, and trigonometric functions and their inverses. This course satisfies the General Education requirement for Mathematics. and is intended for students who will continue to MATH 170.

Note: MATH 165 can substitute for MATH 135 for any course for which MATH 135 is a prerequisite. (F)

MATH 170 Calculus & Analytic Geometry I..... 5

Prerequisite: Grade of C or better in MATH 165 or (MATH 135 and MATH 140) or departmental permission.

This course covers basic analytic geometry, functions, limits, continuity, differentiation rules, derivatives of transcendental functions, applications of differentiation, and introduces definite and indefinite integrals, the Fundamental Theorem of Calculus, and the method of u-substitution. This course satisfies the General Education requirement for Mathematics.

NOTE: MATH 170 can serve as an alternate to MATH 135 or MATH 165 for all courses for which these courses are prerequisites.

MATH 190 Problem Solving Seminar1

Prerequisite: Eligibility to take College-level Mathematics Courses

This course serves as an introduction to the technique and process of mathematical problem solving. Problems will be sourced from various fields of mathematics at the discretion of the instructor with an eye to expand the skill of approaching and solving problems. Enrollment is capped at 15 students per section. (SP)

MATH 201 Discrete Mathematics I..... 3

Prerequisite: Grade of C or better in MATH 135 or MATH 165

This course is intended to introduce a rigorous study of mathematics. Topics include characteristics of the number system, sets and logic, proof methods, functions, and relations with additional topics at the discretion of the instructor. (F)

COURSE DESCRIPTIONS

MATH 205 Introduction to MATLAB..... 2

Prerequisite: Grade of C or better in MATH 241

This is a combined lecture/lab course which serves to introduce students to the MATLAB Computer Algebra System. Topics covered include MATLAB features, arrays, functions, programming, plotting, solutions of linear systems, and 2D and 3D visualization of data. (SP)

MATH 241 Calculus & Analytic Geometry II 5

Prerequisite: Grade of C or better in MATH 0170 (or it's equivalent)

This course continues the Calculus sequence started in MATH 0170. Topics covered include applications and techniques of integration, differential and integral calculus in parametric and polar coordinates, and infinite sequences and series. (F)

MATH 242 Calculus & Analytic Geometry III 5

Prerequisite: Grade of C or better in MATH 241

This course concludes the Calculus sequence started in MATH 170 and MATH 241. Topics covered include vectors in two- and three-dimensional space, vector-valued functions, partial derivatives, multiple integrations, line and surface integrals, and the major theorems of vector calculus. This course satisfies the General Education requirement for Mathematics. (SP)

MATH 250 Data Analysis & Statistics..... 3

Prerequisite: Grade of C or better in (MATH 165 or MATH 135) or departmental approval. Co-requisite: MATH 255

This course serves a general introduction to descriptive and inferential statistics and data analysis. It aims to provide students with the ability to apply statistical reasoning to real-world problems and to make predictions and decisions using statistical reasoning. Topics include graphical and numerical descriptions of both univariate and bivariate data; basic probability theory and an introduction to both discrete and continuous probability distributions; sampling distributions of sample means and proportions; and an introduction to inferential statistics, including the study of confidence intervals and hypothesis tests. (F/ SP)

MATH 255 Introductory Statistics (Lab)1

Prerequisite: Grade of C or better in MATH 165 or MATH 135 or departmental approval. Co-requisite: MATH 250

This course is a complementary course to introductory statistics courses and teaches students how to use common statistical software to conduct the statistical analyses required in MATH 250. (F/SP)

MATH 270 Introduction to Programming 3

Prerequisite: Grade of C or better in MATH 201

This is a combined lecture and lab course that serves as an introduction to the logic and process of computer

programming with an emphasis on mathematical applications. Specific applications will be chosen by the instructor but may include applications from number theory, the approximation of roots of polynomials and other functions, and numerical differentiation and integration. The Instructor will select the language of instruction by considering both its applicability to mathematical programming and its use in the business and professional world. (SP)

MATH 301 Biostatistics 3

Prerequisite: Grade of C or better in MATH 250.

This course is designed to meet the needs of students pursuing various degree programs in Biological and Mathematical Sciences. The course will cover topics in both descriptive and inferential statistics with an emphasis on biological sciences. Among the topics to be covered are one-sample and two-sample parameter inferences, experimental design, simple regression analysis, covariance and correlation, ANOVA, contingency tables, non- parametric techniques, and analysis of data using selected statistical software. (F / SP)

MATH 310 Elementary Theory of Numbers 3

Prerequisite: Grade of C or better in MATH 201

This course is an introduction to number theory including modular arithmetic, congruence relations, tests of divisibility, solution of linear Diophantine equations, and additional topics at the discretion of the instructor.

MATH 315 Discrete Math II 3

Prerequisite: Grade of C or better in MATH 0201

This is a combined lecture/lab course that continues the study of discrete and combinatorial mathematics introduced in MATH 0201 and focuses on mathematical topics useful for the computer scientist. It includes a lab component in which students use computational methods to study discrete math problems and concepts. Topics include induction and recursion, combinatorics and the theory of graphs and trees, and an introduction to the study of the efficiency of algorithms.

MATH 320 Modern Algebra I..... 3

Prerequisite: Grade of C or better in MATH 201

This is a first course in the theory of abstract algebraic structures. This course serves as an introduction to groups, rings, integral domains, fields, and polynomial rings. (F)

MATH 321 Modern Algebra II..... 3

Prerequisite: Grade of C or better in MATH 0320

This course is a continuation of MATH 0320. It will include a deeper examination of field extensions, the structure of groups, and additional topics at the discretion of the instructor.

MATH 325 Functions of a Complex Variable 3

Prerequisite: Grade of C or better in MATH 242

This course covers analytic functions, elementary functions, and their properties, line integrals, the Cauchy integral formula, power series, residues, poles, conformal mapping, and applications.

MATH 327 Real Analysis I..... 3

Prerequisite: Grade of C or better in MATH 201, MATH 242, and MATH 356

This course serves as an introduction to the subject of real analysis Topics studies and includes countable and uncountable sets, properties of the real numbers, a rigorous examination of sequences and series of real numbers, and a rigorous examination of limits, continuity, and differentiability of real-valued functions of real numbers. (SP)

MATH 330 Mathematical Probability..... 3

Prerequisite: Grade of C or better in MATH 201, MATH 241, MATH 050

Students study mathematical theory and the application of probability at the advanced undergraduate level. The course includes a calculus- based introduction to probability theory. Topics include the computational basics of probability theory, combinatorial methods, conditional probability including Bayes Theorem, random variables and distributions, expectations and moments, and classical distributions. Note: Students may not receive credit toward their Mathematics degree for both MATH 330 and MATH 343

MATH 331 Mathematical Statistics 3

Prerequisite: Grade of C or better in MATH 330

Theory of estimation, minimum variance and unbiased estimators, maximum likelihood estimators, Bayesian estimation, confidence intervals for general estimators, standard estimators, and distributions, hypothesis testing, the Neymann-Pearson Lemma, and other topics as time permits.

MATH 332 Introduction To Stochastic Processes 3

Prerequisite: Grade of C or better in MATH 330

Content varies with each offering of the course. Topics will include an examination of Markov Chains and Poisson processes as well as additional topics drawn from: Gaussian processes, empirical processes, Markov jump processes, Brownian motion, and stochastic integrals.

MATH 0336 Statistical Computing..... 3

Prerequisite: Grade of C or better in MATH 250, MATH 255 and MATH 356

Students will be introduced to the varieties of statistical software packages that are currently available in the market. Students will be guided to use some of these software packages and learn how to interpret outputs and draw

statistically prudent inferences.

MATH 343 Probability & Statistics for Engineering and Sciences 3

Prerequisite: Grade of C or better in MATH 242 and MATH 356

This is a Calculus-based course. Topics to be covered will include probability, discrete random variables, and their probability distributions, continuous random variables and their probability distributions, the joint probability distribution for two variables, random samples, point estimation and interval estimation based on a single sample and two samples, tests of hypotheses based on a single sample and two samples. Note: Students may not receive credit toward their Mathematics degree for both MATH 330 and MATH 343.

MATH 350 Topics in Applied Statistics 3

Prerequisite: Grade of C or better in MATH 250

This course tackles practical problems in data analysis and will focus on selected topics in the estimation, prediction, and hypothesis testing using real-world data. This course will also focus on the problems inherent in handling and cleaning data from real-world sources. Data analysis for this course will rely heavily on statistical software package R.

MATH 356 Linear Algebra I..... 3

Prerequisite: Grade of C or better in MATH 170

This course deals with operations on matrices, determinants, systems of linear equations, linear transformations, and inner products, and focuses primarily on Euclidean spaces. (F)

MATH 357 Linear Algebra II 3

Prerequisite: Grade of C or better in MATH 201 and MATH 356

This course extends the concepts of MATH 356 to a more abstract setting. It is a proof-based course studying the algebraic structures of abstract vector and inner-product spaces with selected applied topics at the discretion of the instructor.

MATH 361 Differential Equations..... 3

Prerequisites: Grade of C or better in MATH 241 and MATH 356

This course serves as an introduction to methods of solving ordinary differential equations. Topics covered include methods of solving first- and second- order ordinary differential equations with constant coefficients, power series methods, systems of first order linear differential equations, and Laplace Transforms. (SP)

MATH 370 Introduction to the History of Mathematics 3

Prerequisite: Junior or Senior standing and grades of C or better in MATH 250, MATH 170, and MATH 201

This course traces the historical development of the various strands of mathematical thought that students have studied in undergraduate mathematics courses. Students are expected to have a broad mathematical background and to have developed significant mathematical maturity.

MATH 375 Real Analysis II 3

Prerequisites: Grade of C or better in MATH 327 and MATH 356

This course continues the study of Real Analysis begun in MATH 327. Topics to be covered include the study of the Riemann and Riemann-Stieltjes Integrals, a convergence of sequences and series of functions, and additional topics at the discretion of the instructor.

MATH 400 Mathematical Modeling 3

Prerequisite: Grade of C or better in MATH 201, MATH 241, and MATH 361

This course will introduce students to applying mathematics in formulating and analyzing models for real-world problems. Topics to be covered include difference and differential equations, graph models, the modeling process, modeling using proportionality, model fitting, optimization, empirical model construction, and modeling dynamic behavior. (SP- OD-E)

MATH 402 Numerical Analysis 3

Prerequisites: Grade of C or better in MATH 242, MATH 356 and MATH 361

This course will deal with numerical analysis problems, error analysis, data approximation, differential calculus, and numerical solutions of differential equations.

MATH 403 Math Modeling in Urban Ecology 3

Prerequisites: Grade of C or better in (MATH 170 OR MATH 203), MATH 301, AND (CSC 233 OR MATH 270 OR equivalent programming course)

This course will involve the use of stochastic, numerical, and spatial analysis to study urban ecological issues including transport modeling, development of urban housing and other systems, landscape change, and dispersal of pollutants.

MATH 4XX – Spatial Statistics 3

Prerequisite: MATH 336.

This course introduces statistical analysis of data collected in space. Applications of spatial statistics to ecology, epidemiology, social justice, and criminology will be demonstrated. Students will gain practice analyzing spatial data using R statistical software.

MATH 475 Applied Mathematics I 3

Pre-requisites: Grade of C or better in MATH 242, MATH 356 and MATH 361

This course will explore selected topics of applied mathematics possibly including calculus of variations, Fourier Series methods and boundary value problems, the Fourier Transform, and an introduction to the theory of partial differential equations.

MATH 490 Topics in Mathematics 1-3

Prerequisites: Permission of Instructor

This course will involve the study of a special topic or topical material selected by the instructor and of mathematical interest and relevance to students. This course may be repeated for credit.

MATH 495 Capstone Experience In Mathematics 3

Prerequisites: Senior Standing, Grade of C or better, and admission to the Mathematics Degree Program.

This course is a capstone experience for students majoring in mathematics. It provides students with the opportunity for an in-depth study in mathematics. The course consists of a research project, research paper, advanced seminar, internship, or related experience.

MANAGEMENT (MGMT)

MGMT 350 Management & Organizational Behavior .. 3

Prerequisite: BSAD 200

This course examines the basic principles and practices of management and organizational behavior. Topics include the application of the Behavioral Sciences (i.e., sociology, social psychology, and social anthropology) utilizing both “micro” and “macro” approaches.

MGMT 355 Small Business Management 3

Prerequisite: MGMT 0350

This course covers topics in planning, organizing, and operating a small business. It covers theory, procedures, and problem-solving techniques involved in starting, managing, marketing, and financing a small business and related topics.

MGMT 360 Human-Resource Management..... 3

Prerequisite: MGMT 350

This course examines the relationship between management and employees focusing on the functions and skills necessary in today’s human resource management: planning, recruiting, evaluating, union and nonunion relations, compensation, and related topics. (SP)

MGMT 365 Managing in a Technological Environment..... 3

Prerequisite: MGMT 350

This course covers topics in planning, organizing, establishing, and controlling in a high-technology business environment. Additionally, this course covers theory, procedures, and problem-solving techniques involved in managing in a high-technology business environment, and related topics.

MGMT 450 Organizational Behavior and Development3

Prerequisite: MGMT 350

This course covers the basic behavioral concepts of individual and group behavior in business organizations. Topics include a historical overview of organizational behavior, individual and group behavior, contemporary concepts on organizational behavior in a changing business, and related topics. (F)

MGMT 455 Professional Development of Managers... 3

Prerequisite: MGMT 350

This course covers the techniques and concepts involved in programs to develop managers through human resource development programs. The topics include leadership development, behavioral assessment, training, and skills of managers and related topics. (F)

MGMT 472 GLOBAL MANAGEMENT 3

Prerequisite: MGMT 350

This course covers the unique opportunities and problems that confront global managers as they navigate the company through the extremely complex and ever-changing global economic, political, legal, technological, and cultural environment.

MGMT 475 Case Studies in Management 3

Prerequisite: Must be a graduating senior in the semester registered.

This course integrates management, finance, personnel, production, public relations, government relations, marketing, ethical issues involving the management process, and related topics. (SP)

MGMT 479 Topics In Management1-3

Prerequisite: MGMT 350

This course analyzes current events in marketing in terms of historical background, present status, and emerging issues and may be repeated for credit if content differs.

MGMT 495 Management Internship..... 3

Prerequisite: Senior standing, all 100, 200, 300- level courses. Students must complete a minimum of 90 hours to qualify for an internship.

This is an internship at an approved site and is a practical learning experience in the field of management designed to bridge the gap between the classroom and the business world. (F, SP, SU)

INFORMATION SCIENCES AND COMPUTER TECHNOLOGY (MIS)

MIS 104 Information Systems and Technology..... 3

Prerequisite: BSAD 200

This course introduces a current business programming language and covers language syntax. It introduces word processing, spreadsheets, databases, file management, and related topics. It includes file operations, record manipulation, report-generating activities, and related topics.

MIS 206 Business Programming Language with Lab.. 3

Prerequisite: BSAD 200

This course introduces a current business programming language and covers language syntax. It includes file operations, record manipulation, report-generating activities, and related topics. It includes hands-on experience creating, editing, compiling, debugging, and running programs on stand-alone and network systems and related topics.

MIS 207 Applied Programming 3

Prerequisite: MBSAD 200

This course covers topics in graphical user interface and implementation of graphical user interfaces in information system applications. It also covers the language syntax, including standard input/output, conditional, loop, and functional cell statements and related topics. The course includes hands-on experience creating, writing program interface, editing, compiling, debugging, and running programs on standalone and network systems, and related topics.

MIS 300 Applied Programming II 4

Prerequisite: MIS 207

This course develops competencies in physically interconnecting multiple computers through network adapter cards and cabling, which allows one computer to share specific resources, such as disk drives, printers, and modems, with other computers on the network.

MIS 303 Local Area Network Course 4

Prerequisite: MIS 0204, MIS 0205

This course develops competencies in physically interconnecting multiple computers through network adapter cards and cabling, which allows one computer to share specific resources, such as disk drives, printers, and modems, with other computers on the network.

COURSE DESCRIPTIONS

MIS 305 Business Applications Software 3

This is an advanced certification course in word processing, spreadsheets, databases, file management, and related topics.

MIS XXX Managing the Cloud 3

Prerequisite: MIS 305

This course covers cloud technologies with supplemental analysis on data security. This course aligns with the AWS Certified Cloud Practitioner certification, and the Microsoft Azure Fundamentals certifications.

MIS 0311 Computer Graphics..... 3

Prerequisite: MIS 207

This course covers concepts of computer graphics through hands-on experience with a variety of graphic software, the development of graphic programs using a systems programming language, and advanced study of the principles and techniques of representing data in graphical form and related topics.

MIS 0315 Introduction to Networks 3

Prerequisite: MIS 207

This course covers the protocols of computer networks and examines local-area networks, intranet systems, and related topics.

MIS 340 Management Information Systems 3

This course covers components of business systems, types of information systems, information technology, decision-making, databases, Microsoft Access, systems acquisition and management, and related topics.

MIS 342 Introduction to Operating Systems 3

This course covers an overview of the concepts and theories of operating systems. The course will discuss the major functions of an operating system including process scheduling, memory management, and I/O handling and related topics.

MIS xxxx Advanced Operating Systems & Security 3

Prerequisite: MIS 342

This course studies advanced topics within operating systems and integrates security concepts. Students will obtain an understanding of design challenges, software mechanisms, and issues affecting operating systems and security.

MIS 353 Data Structures 3

Prerequisite: MIS 0300

This course covers arrays, linked lists, records, stacks, queues, graphs, files, tree data structures, related Algorithms and related topics.

MIS 357 Computer Animation 3

Prerequisite: MIS 311

This course utilizes all the knowledge gained in the introduction to computer graphics as a basis for learning the concepts and techniques of computer animation, and related topics.

MIS 360 Introduction to Computer Architecture 3

Prerequisite: MIS 350

This course studies the design of basic computer building blocks such as logic gates and digital circuits. The course also covers the function of the basic components of a general-purpose computer and related topics.

MIS 0361 Applied Programming III..... 3

Prerequisite: MIS 300

This course covers the concepts used in databases, object-oriented databases, and visual programming in system development. Students learn to develop business-related applications and related topics.

MIS 355 Object-Oriented Programming II 3

Prerequisite: MIS 207

This course provides studies in the fundamentals of object-oriented programming languages and related topics. Students will utilize an object-oriented programming language to develop computer programs.

MIS 362 Data Analytics 3

Prerequisite: MIS 342

This course covers the design, analysis, and implementation of most common algorithms associated with program logic and data structure. The course studies the performance of these applications and related topics.

MIS 356 Data Warehousing and Visualization 3

Prerequisite: MIS 362

This course is designed to teach students the fundamentals of object-oriented database analysis and design. The course introduces data types, objects, object properties, object methods, object-oriented languages, integrated applications, and related topics.

MIS 461 Urban Analytics and Smart Cities 3

Prerequisite: GEOG 401

This course introduces the study of cities through analytics and emerging data collection technologies. The course will introduce the concept of Smart Cities and will explore techniques for analyzing the enormous volumes of data generated by cities. This course will provide opportunities for community engagement and implementing tools and technologies introduced in the course to real-world scenarios.

MIS 371 HTML Programming & Internet Webpage Design..... 3*Previously MIS 370*

This course introduces the concepts and tools of the Hypertext Markup Language (HTML) that are required to develop and post Web pages on the Internet and related topics. The advanced Internet course is designed to draw upon the knowledge learned in systems programming, HTML programming, and computer graphics to design and build professional and commercial-grade Web pages, and related topics.

MIS 372 Microcomputer Applications 3

This course introduces students to spreadsheets, databases, Microsoft Access, and presentation software used to develop business projects. This course utilizes a variety of currently available commercial software packages to illustrate the use of microcomputers in developing business presentations and projects and related topics.

MIS 373 Web Programming..... 3*Prerequisite: MIS 207*

Course contents will be modified as necessary to keep up with the rapid changes in Web programming technology.

MIS 442 Database Management 3*Prerequisite: MIS 207*

This course covers advanced topics in data structures, database models, database design and development, and the management, administration, and analysis of database systems, and related topics.

MIS 449 Analytics and Decision Analysis 3*Prerequisite: MIS 362*

This course covers the decision-making and knowledge foundations, management techniques, and the artificial intelligence basics of decision-support systems, expert systems, and related topics.

MIS 450 Database Applications 3*Prerequisite: MIS 442*

This advanced database course covers the design and development of relational databases through query languages (i.e. SQL and QBE). Students will have intermediate hands-on experience using programs such as ACCESS or ORACLE to design and develop relational databases on a stand-alone and network computer system environment and related topics.

MIS 451 System Analysis And Design I..... 3*Prerequisite: MIS 207*

This course covers the business systems and related systems-development techniques of planning, analysis, design,

implementation, and support of information systems and related topics.

MIS 452 System Analysis and Design II..... 3*Prerequisite: MIS 451*

This advanced information-systems course emphasizes the development of information systems and systems problem-solving. The student will develop a full-scale information system including related activities and database information and related topics.

MIS 455 Office Information Systems..... 3*Prerequisites: MIS 315, MIS 442*

This course covers concepts of office information systems. Students use the knowledge gained in Database Management, Business Systems I and II, and Computer Networks to design and develop a simple office information system, and related topics.

MIS 457 Systems Development Project 3*Prerequisites: Senior standing and all 100, 200, 300 level courses*

Students will use the knowledge gained in all the prerequisite courses to develop advanced-level network-related projects and applications and related topics.

MIS 458 Information Security Fundamentals 3*Prerequisite: MIS XXX Managing the Cloud*

This course covers the study and prevention of business frauds and threats. It covers the integrity, privacy, risk management, and reliability of electronic data, information security policies, best practices, and related topics.

MIS XXX Cybersecurity Operations..... 3*Prerequisite: MIS 458*

This course covers defensive cybersecurity operations, and students will review the various ways attackers defeat security controls and monitoring technologies. This course is aligned to the CYSA+ certification.

MIS 459 Fourth-Generation Computer Language 3*Prerequisite: MIS 442*

This course is designed to teach students the fundamentals of fourth-generation languages used in relational database manipulation. This course introduces relational algebra, relational calculus, and query languages, such as SQL. This is also a hands-on course, and students will develop fourth-generation language queries, and related topics.

COURSE DESCRIPTIONS

MIS 481 Artificial Intelligence and Expert Systems 3

Prerequisites: Senior standing and all 100, 200, 300 level courses

This course is designed to teach students the logical foundations of artificial intelligence. This course introduces the concepts of the thinking machine, basic search techniques, game playing, automatic reasoning, problem-solving, logic programming, and related topics.

MIS 491 Project Management Fundamentals And Best Practices 3

Prerequisite: Senior standing or permission of instructor

This course deals with managing information technology projects within the corporate context including initiating, planning, executing, controlling, reporting, and closing of IT projects. This course covers project integration, scope management, time management, cost management, quality management, and risk management.

MIS 0495 Mis Internship or Experiential Learning..... 3

Prerequisites: Second year sophomore standing and all 100 and 200 level courses

Students must complete a minimum of 90 hours to qualify for an internship. This is an internship at an approved site and is a practical learning experience in the field of information sciences and computer technology designed to bridge the gap between the classroom and the business world.

MARKETING (MRKT)

MRKT 320 Principles Of Marketing 3

Prerequisite: BSAD 200 and ECON 204

An introduction to marketing functions of business organizations: analysis of environmental factors influencing marketing decision. Special regards to types of markets and market opportunities.

MRKT 325 Marketing Channels and Distribution Systems 3

Prerequisite: MRKT 320

The physical supply and distribution function in business management including channel selection, transportation, facility location, and materials management.

MRKT 330 Essentials Advertising 3

Prerequisite: MRKT 320

This course covers the analysis of current advertising campaigns in terms of research, creative and media strategies used to achieve promotion and marketing mix goals. Students prepare goal-oriented advertising campaigns.

MRKT 335 Fashion Merchandising..... 3

Prerequisite: MKT 320 Principles of Marketing

This course covers the study of fashion as a force in contemporary life and as a major determinant in the marketing of diverse categories of products. It covers the theory of the fashion cycle, an evolutionary development of fashions, analysis of demand for fashion goods, the structure of the operation of the fashion industries both at manufacturing and retail levels. Techniques and problems of fashion buying, display, and promotion are discussed.

MRKT 340 Integrated Marketing Communications/ Promotional Strategy 3

Prerequisite: MKT 320 Principles of Marketing,

This course covers communication's role in marketing management and is an examination of elements and interrelationship of various firm-to-market information flows, such as advertising, personal selling, sales promotion, and the use of feedback in planning and controlling flow development of promotion objectives; budgets, plans, and strategies. (SP)

MRKT 350 Salesforce Management 3

Prerequisite: MRKT 320

This course covers sales management from various perspectives, including the selling "environment" and the societal, economic, ethical, legal, and governmental elements comprising the environments. Also addressed are general management functions including planning, organizing training, motivating, and compensating of Salespeople; relationships between the sales department and other internal and external departments and the public. (F)

MRKT 355 Internet Marketing 3

Prerequisite: MKT 320 Principles of Marketing

This course covers the nature of marketing as a communicative relationship through electronic devices, communication systems, and web sites. Communication, problem-solving, and information search by buyers/ sellers is discussed in the course. The course discusses the influences on the internet environment, electronic selling strategies, tactics, and role of "Marketing Mix;" analysis and role of tracking by buyer/seller position in selected e-commerce marketing situations.

MRKT 360 Product and Price Management 3

Prerequisite: BSAD 315, MRKT 320

This course covers topics in product planning, product development, product life cycle, product management, pricing, and related topics.

MRKT 370 Retail Management..... 3

Prerequisite: MRKT 320

An analytical approach to the management of retailing and wholesaling institutions, evaluative analysis of market structure, design of marketing and merchandising strategy, choice of distribution channels, changing locational factors, and competitive practices. (SP)

MRKT 400 Marketing Management..... 3

Prerequisite: MRKT 320

This course covers the development of an effective approach to the making of marketing decisions and the solving of marketing problems. This course is a logical extension of MKT 020 Marketing Research and includes detailed consideration of techniques of constructing marketing policy, decision-making process; emphasis on molding basic foundations of marketing into effective market posture; search for decision alternatives and marketing management decisions; problems and case studies form the basis for discussion. (F)

MRKT 420 Buying Process And Consumer Behavior .. 3

Prerequisite: MRKT 320

This course covers the role of the consumer in marketing: the buying using process among ultimate consumer, individuals or institutional purchases, and retail or wholesale merchants; basic determinants of individual behavior; interpersonal environmental influences, problem-solving, information processing planning and structuring; target assortments, markets, and segments; marketing management and social implementation.

MRKT 430 Advertising Campaign..... 3

Prerequisite: MRKT 330

This course covers advertising portfolio development and topics in the relationship between advertising and mass media, planning strategies, strategic decision- making in the advertising world, and related topics.

MRKT 431 INTERNATIONAL MARKETING 3

Prerequisite: MRKT 320 and Senior Standing

This course covers the nature of the economic role of the multinational corporation, including the impact of legal, political, educational, sociological, and cultural variables upon firm performance and managerial activity; case studies illustrate managerial, marketing, financial and accounting activities projected across national boundaries. (F)

MRKT 474 Marketing Research 3

Prerequisite: BSAD 315, MRKT 320

The course covers the application of scientific methods to the solution of marketing problems and the techniques of determining problems, collecting data, tabulating materials, and interpreting findings. (SP)

MRKT 475 Marketing Strategies..... 3

Prerequisite: Must be a graduating senior in the semester registered.

The conceptual foundation of Services Marketing in the consumer sector, banking brokerage, insurance, health, technology, and professional service areas of the economy. Application of fundamental marketing processes to the service firm, in the profit and not-for- profit sector. An examination of differences between service marketing and product marketing, simulation, and Marketing game emphasis is covered in this course. (F)

MRKT 479 Topics in Marketing1-3

Prerequisite: MRKT 320

This course analyzes current events in marketing in terms of past, present, and emerging issues and may be repeated for credit if content differs.

MRKT 495 Marketing Internship..... 3

Prerequisite: Senior standing and all 100, 200, 300 level courses.

Students are required to complete a minimum of 90 credit hours to qualify for an internship. This is an internship at an approved site and is a practical learning experience in the field of marketing designed to bridge the gap between the classroom and the business world. (SP)

MUSIC (MUS)

NOTE: From time to time, other courses are offered on topics of current interest. These are in addition to the core of the courses identified below.

MUS 150 Beginning Piano..... 2

In this course, students develop the basic skills and techniques essential to play the piano. Emphasis is placed on accuracy in performance and music reading ability.

MUS 200 I Concert Chorale I..... 2

This course involves students in reading and performance of a wide variety of choral music from the renaissance to the present, utilizing good vocal technique. Performances are given on- and off-campus in regularly scheduled formal concerts.

MUS 200 II Concert Chorale II..... 2

This course is a continuation of the experiences and techniques provided in Music 0200 I.

COURSE DESCRIPTIONS

MUS 202 Fundamentals of Voice 2

This course involves students in a study of good vocal technique and understanding of the singing voice. Vocal exercises and song literature are designed and selected to meet the individual student's needs. Special vocal coaching is given to students selected as soloists in choral productions.

MUS 204 Intermediate Piano..... 3

This course develops skills in basic techniques of playing, sight-reading, transposition, harmonizing melodies with suitable styles of accompaniment, and improvisation. Piano repertoire will include folk songs and short classical, romantic, and contemporary compositions suitable for use in the classroom.

MUS 206 Basic Music..... 3

This course introduces the concepts of music and music appreciation. Using voice, piano, guitar, rhythm, and melody instruments, students learn to read and interpret rhythmic notation, key signatures, scales, intervals, and triads.

MUS 208 Sight Singing and Ear Training 3

This course develops proficiency in sight-singing and aural perception. Rhythmic and melodic dictation is emphasized as intervals, melodies, chords, and minor modes are studied.

MUS 209 Keyboard Harmony..... 3

Students study diatonic harmony concerning 18th and 19th-century styles. They learn four-part choral writing with primary and secondary triads, dominant seventh chords and cadences, and keyboard harmonization of simple melodic materials used in elementary-school songbooks. Chord vocabulary is enlarged to comprise secondary seventh chords, simple modulation, analysis, rudimentary forms, and 20th-century harmonic dictation.

MUS 210 Choral Conducting..... 2

This course is designed to develop basic skills and a fundamental group of principles involved in choral conducting. Skills are developed using the music of various styles and periods.

MUS 223 African American Music 3

This course introduces the student to African- American music from its African origin to the present day. The Black music forms, spirituals, work-songs, cries, calls, hollers, blues, ragtime, and the various styles of jazz are studied, as are Black composers and artists in the tradition and their compositions.

MUS 240 Intermediate Piano..... 2

This course provides an expansion of piano pedagogy utilizing chord progressions, extensive fingering techniques, further analysis of chords, and more advanced piano literature including sonatas, rondos, and symphonic poems. Students

will be exposed to earlier works of the masters such as Bach, Mozart, Beethoven, etc., which will be appealing to pianists at this level. Additional advanced theory will be presented to develop the skills necessary for piano composition.

MUS 250 Advanced Piano..... 2

This course is a continuation of the experiences and techniques provided in Music 0240.

MUS 302I Music History And Literature I..... 3

This course is a survey of the art of music and representative compositions from medieval times to 1750, with emphasis on the effect of great social and historical movements on musical expression.

MUS 302II Music History And Literature II..... 3

This course is a survey of the art of music and representative compositions from 1750 to the present time. Twentieth-century trends and systems and the composers responsible for them are emphasized.

MUS 309 Piano Pedagogy 3

This course is designed for beginning piano teachers. The instructor will provide various methods used to teach beginning piano students. Instructional materials and text will cover basic music, music theory, recital, and concert pieces.

MUS 314 Jazz Combo I..... 3

This course offers small group instruction in jazz and utilizes band instruments. Students are expected to have some experience in instrumental music. Instruments for this course are the responsibility of the students. The course will provide direct instruction in music theory, improvisation, and development of a performing group. Performances are required for this course.

ORGANIZATIONAL BEHAVIOR (ORB)

NOTE: The completion of the social science course requirements in the General Education and Pre-professional course curriculum is a requirement for all 0300 and 0400 level Organizational Behavior courses.

ORB 300 Information And Communication Systems ... 3

Prerequisite: SOC 100

This course is an introduction to the basic characteristics of language, information, and communication. It includes the identification and study of the characteristics of social interaction and communication and an analysis of the social, psychological, and interpersonal principles influencing individual and group communication.

ORB 301 Group and Communication Dynamics..... 3

Prerequisite: PSY 100, SOC 100

This course is the study of individuals and groups in organizations. Topics include motivation, leadership, communication, strategy, and structure in a global environment.

ORB 302 Industrial And Organizational Psychology ..3

Prerequisite: PSY 100

This course is a survey of industrial-organizational psychology as a science and a profession. The theory is integrated with skill development in several areas.

ORB 401 A Systems Approach to Management 3

Prerequisite: ORB 300 or ORB 301

This course examines effective leadership and team performance in organizations and attention is given to personal, interpersonal, and team skills in current management practices.

ORB 410 Game Theory..... 3

Prerequisite: MATH 135 or MATH 165, ORB 300

Game theory is a mathematical discipline designed to treat rigorously the question of optimal behavior of participants in games of strategy and to determine the resulting equilibria.

ORB 420 Organizational Analysis and Systems..... 3

Prerequisite: ORB 300, ORB 401

This course entails an analysis of the characteristics and operation of social organizations as systems. It includes the identification of the mechanisms within and surrounding an organization that allows it to interact with its environment, make decisions, solve problems, and improve its operation. The course concludes with teaching a distinct process of systems analysis that can be applied to a broad range of social problems and organizations.

ORB 490 Topics in Organizational Behaviors1-3

From time to time, other courses are offered on topics of current interest within the field of Organizational Behavior. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.

PUBLIC ADMINISTRATION (PADM)

NOTE: The completion of the social science course requirement in the General Education Curriculum and the pre-professional course curriculum is a requirement for all 300 and 400 level Public Administration courses.

PADM 260 Criminal Justice Organizational Structures 3

Prerequisite: PADM 330

The history, evolution, and development of the organization, management, and behavioral theory in criminal justice organizations. The influence of these theories upon the interrelationships that exist among management, workgroups, and individuals within the context of criminal justice organizations. An exploration of major social changes influencing public safety organizations and their response to the changing social, political, and economic conditions in American society.

PADM 330 Introduction To Public Administration 3

Prerequisite: POSC 200

This course is an analytical overview of the public and nonprofit sectors. It examines decision-making, including organizations, positions, personalities, interests, and values. It will also look at ethical questions.

PADM 340 Introduction to Urban and Regional Transportation 3

Prerequisite: PADM 330

This course is designed to introduce students to the characteristics of urban transportation systems, the methods through which they are planned and analyzed, and the dimensions of key policy issues confronting decision-makers.

PADM 360 Parks, Recreation, and Tourism 3

Prerequisite: PADM 330

The overall objective of the course is to provide a broad survey of the roles of parks, recreation, and tourism play in our global society. Students will explore what types of recreation opportunities and experiences are valued in American society and what forms and structures recreation and tourism take, domestically and internationally.

PADM 370 Nonprofit Management 3

Prerequisite: PADM 330

The purpose of this class is to introduce students to nonprofit organizations, their governance, organizational structure, leadership, and management in a rapidly changing funding environment. Interest will be placed on understanding the organization's mission and the delivery of services as well as the legal requirements of incorporation and the ethical and philosophical orientation of such organizations.

PADM 385 Disaster Management /Emergency 3

Prerequisite: PADM 330

This course is designed to provide students with a comprehensive understanding of emergency planning and disaster management. In addition to an overview of the evolution of emergency management within the U.S., students

COURSE DESCRIPTIONS

will look at global issues and international emergency management. Through additional readings and reviews of case studies, students will examine natural and man-made disasters and emergencies. Students are expected to explore the depth and breadth of disaster preparedness and emergency management and to critically assess the achievements of national and international efforts.

PADM 400 Risk Management 3

Prerequisite: PADM 330, ECON 203, MATH 135 or MATH 165

Risk is generally defined as the threat to health and life because of some activity or exposure. Also, for public policy, risk includes analysis of calculated risk, potential risk, and inadvertence. This course will examine the issues of risk assessment and risk management as these issues create the concept of risk control.

PADM 410 Fiscal Budgeting 3

Prerequisite: PADM 0330

This course is designed to provide an understanding of the financial aspects of public administration and public policy. Attention will be given to issues of taxation, monetary policy, government spending theories, regulations, and economic cycles.

PADM 420 Policy Implementation and Evaluation..... 3

Prerequisite: PADM 330, POSC 380

This course focuses on the interaction among program and policy decisions, program delivery, and program evaluation. The course will emphasize conceptualization and procedures for political feasibility analysis and program output, outcome, and impact assessments.

PADM 440 Economics of the Public Sector 3

Prerequisite: ECON 203, PADM 330

This course investigates the role of government in the U.S. economy as well as a study of the process by which our government conducts its own financial business from taxing to budgeting to spending. It also assesses the impact of the relationship between public and private financial decisions.

PADM 450 Administrative Law 3

Prerequisite: PADM 330, SOC 360

Students examine the relationship of administrative law, the administrative agency, and society. The course will examine issues such as administrative law's relationship to other fields of law, rulemaking and the quasi-legislative nature of administrative law, order-making as the quasi-judicial nature of administrative law, procedural due process, administrative discretionary actions, judicial review of administrative agency actions and the balancing of social rights and individual rights. Students examine these issues from the perspective of social jurisprudence, the interaction of society, the individual, and the administrative agency as reflected in administration.

PADM 480 Public Administration Internship..... 3

Prerequisite: RM 301 and RM 302

The Public Administration Internship is designed to assist the student in understanding the praxis of Public Administration. The internship requires completion of 140 hours' fieldwork in the assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140 hours' requirement. Internship sites will include governmental agencies and social service agencies/organizations. The professor of the internship course must approve the internship site.

PADM 485 Public Administration Senior Synthesis..... 3

Prerequisite: PADM 480 and must be a graduating senior in the semester registered.

This course allows the student to demonstrate a sufficient familiarity and knowledge base of those historical, philosophical, social, political, and legal theories, concepts, practices, and events, which affect the agencies and components in a democratic, pluralistic society.

PADM 490 Topics in Public Administration1-3

From time to time, other courses are offered on topics of current interest within the field of public administration. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.

PHYSICAL EDUCATION (PED)

PED 102 Developmental Movement Experiences..... 3

This course is a survey of the sensory motor-psycho areas of child development. Students explore fine and gross motor development patterns. The visual development areas of the eye, hand, and visual discrimination are included. Creative expression and play are presented, and students have an opportunity to dance in the world of the child.

PED 113 Recreational Games Golf 3

This course is an introduction to popular games and sports of a recreational and individual nature that have lifetime value.

PED 200 Introduction to Physical Education..... 3

This course is designed to introduce beginning students to physical education as a career. Emphasis is on an understanding of the general purpose and benefits of physical education within the total educational process.

PED 202 Principles of Physical Education 3

This course is a presentation of the philosophical, historical, biological, anatomical, physiological, and political foundations of physical education and their application to the discipline.

PED 205 Physiological Foundations of Physical Education 3

This course consists of a study of human structure and function with special emphasis on material relevant to physical education students. Appropriate laboratory work is required.

PED 214 Fitness Activities..... 3

This course is designed to present students with basic skills and knowledge about fitness and health for all age levels. The principles of conditioning, training, nutrition, stress management, and wellness will be the areas of concentration.

PED 231 Team Sports 3

Students are introduced to the techniques of teaching and coaching team sports, including theory, program building, and evaluation. The focus will be on basketball, volleyball, soccer, and softball/baseball.

PED 235 Coaching Techniques 3

The emphasis of this course is to prepare students for coaching at all levels from youth through college. The goal involves the basic principles of effective coaching.

PED 240 Individual Sports 3

Students are introduced to the techniques of teaching and coaching individual sports including theory, program-building, and evaluation. It focuses on the racquet sports of table tennis, badminton, and tennis.

PED 266 Health and Wellness 3

This course is designed to acquaint students with the principles and concepts of health and wellness. Also, students will learn about health and wellness strategies regarding their own lives.

PED 271 Sociology of Sports 3

This course is designed to introduce students to the diverse aspects of sports as well as the diversity of "sports studies." There will be an emphasis on raising the level of consciousness of students in the sporting environment. A study of the basic social processes in sport, such as socialization, facilitation, and assimilation will be discussed.

PED 275 Introduction of Sport Psychology 3

This course is an introduction to and overview of the psychosocial aspects of the sport. Knowledge and skills to develop performance-enhancement programs for athletes, performers, and athletic teams are discussed. Also, history, motivation, mental skills, training strategies, confidence, mental toughness, team building, and sportsmanship are discussed and applied.

PED 280 History and Philosophy of Sport and Physical Education 3

This course is a study of the history and philosophy of physical education and sports programs. An emphasis will be placed on the philosophical influences on the programs. Applications of the knowledge base to current programs will be addressed.

PED 312 Dance Forms: Folk and Social 3

This course is an in-depth study of folk and social dance. Emphasis is on the interpretation and teaching of these dance forms.

PED 313 Dance Forms: Square and Round 3

This course is an in-depth course in square and round dance. Emphasis is on the interpretation and teaching of these dance forms.

PED 362 Evaluation in Physical Education..... 3

Students in this course become familiar with the tools and procedures in the assessment and evaluation of physical education activities.

PED 370 Current Readings In Physical Education 3

Students read, discuss, and make reports on important recent literature in physical education.

PED 410 Applied Sport Psychology Performance Enhancement 3

This course is an introduction to the many facets of applied sport psychology, the mental aspects of sports, and the contemporary techniques utilized in sport psychology throughout the world. This includes the theory and practice of sport psychology with areas of the theoretical basis of mental aspects of training processes and competition, mental training techniques for psychomotor performance, and basic issues of performance psychology.

PHILOSOPHY (PHIL)

PHIL 100 Introduction to Logical Thinking 3

This course involves the study and practice of what constitutes critical reasoning as opposed to pseudo-reasoning. In this course, the student will be introduced to the thinking process, what critical thinking is, and to the traits of a critical thinker. The emphasis is on practical application rather than on abstract theory.

PHIL 101 Introduction to Philosophy 3

In this course, students will examine some of the major philosophical issues dealt with by both philosophers and authors of literature, and they will be encouraged to think critically about these issues. These issues include: What does

it mean to learn? Does the world exist as it appears to us? Do minds exist, and if so, how are they related to bodies? Our actions? Is it ever right to break the law? Does God exist? A multicultural approach will be emphasized.

PHIL 102 Introduction to Ethics 3

In this course, students will study the question “What ought to be?” by reviewing the wide range of human conduct that embraces motives, desires, intentions, and overt acts. Various ethical theories that explain why people act as they do and what form of life is best will be discussed. Throughout the course, the student will be aided in thinking critically about such theories concerning contemporary issues. A multicultural approach will be taken in the examination of these issues.

PHYSICAL SCIENCE (PHSC)

PHSC 151 Physical Science Survey (Lecture) 3

PHSC 151 is a qualitative and quantitative introduction to the physical-science areas of astronomy, earth study, and meteorology with the main thrusts being directed toward astronomy and earth study. It emphasizes the conceptual aspects of these subjects while making a minimal but essential use of mathematics. Instructional activities consist of lectures, class discussions, demonstrations and possible use of audiovisual materials.

PHSC 152 Physical Science Survey (Lab) 2

This course is the laboratory component for PHSC 151. Experiments are performed in selected physical science topics, which are related to those covered in PHSC 0151. Instructional activities consist primarily of small-group laboratory experiments, which involve students in hands-on experience with apparatus. Prior to experimental work, students are given introductory explanations regarding laboratory techniques, use of apparatus, and the topic(s) to be investigated.

PHYSICS (PHY)

PHY 251 General Physics: Mechanics (Lecture) 3

Prerequisite: C or better in MATH 135 or MATH 165. Concurrent enrollment: PHY 252

PHY 251 is a general physics course that has its main emphasis on mechanics. Among the topics studied are vectors, kinematics, Newton's laws of motion, torques, momentum, work and energy, rotation and torques, fluids, and oscillations. Although Physics 0251 often takes a conceptual approach to its topics, a quantitative treatment of the subject is maintained throughout with example problems being demonstrated by the instructor and homework problems being assigned. Instructional activities consist of lectures, class discussions, demonstrations, and some use of audio-visual materials. (F)(SP)

PHY 252 General Physics: Mechanics (Lab) 2

Prerequisite: C or better in MATH 135 or MATH 165. Concurrent enrollment: PHY 251

This course is the laboratory component for PHY 251. Small group experiments are performed on selected topics, which are related to those covered in PHY 0251. Instructional activities consist primarily of small-group laboratory experiments, which involve students in hands-on experience with apparatus. Prior to experimental work, students are given introductory explanations regarding laboratory techniques, use of apparatus, and the topic(s) to be investigated. (F)(SP)

PHY 253 Physics I: Mechanics (Lecture) 3

Prerequisite: C or better in MATH 170. Concurrent enrollment: PHY 252

PHY 253 is a general, Calculus-based, physics course that has its main emphasis on mechanics. Among the topics studied are vectors, kinematics, Newton's laws of motion, momentum, work, and energy, rotation and torques, equilibrium, waves and oscillations, fluids, and basics of heat and thermodynamics. The objective of this course is to learn the principles of mechanics and to develop the problem-solving skills needed to apply these principles to physical systems. These will include physical systems with continuous distributions of mass that require the use of calculus. (F)(SU)

PHY 301 General Physics: Electricity and Magnetism (Lecture) 3

Prerequisite: MATH 0135 or MATH 0165, PHY 0251 and PHY 0252 (or their equivalents). Concurrent: PHY0302 (lab optional for Pre-Medicine/Biology Majors)

PHY 301 is a general physics course, which has its main emphasis on electricity and magnetism. Among the topics studied are Coulomb's law, electric fields, electric potential, capacitance, current, resistance, magnetic fields, inductance, and electromagnetic radiation. Although Physics 0301 often takes a conceptual approach to its topics, a quantitative treatment of the subject is maintained throughout with example problems being demonstrated by the instructor and homework problems being assigned. Instructional activities consist of lectures, class discussions, demonstrations, and possible use of audiovisual materials. (S)

PHY 302 General Physics: Electricity & Magnetism (Lab) 2

Prerequisite: MATH 135 or MATH 165, PHY 251 and PHY 252 (or their equivalents) Concurrent: PHY301

This course is the laboratory component for PHY 301. Experiments are performed on electricity and magnetism related to what is covered in PHY 0301. Instructional activities consist primarily of small- group laboratory experiments with hands-on experience. Prior to experimental work,

students are given introductory explanations regarding laboratory techniques, use of apparatus, and the topic(s) to be investigated. This lab is recommended but not required for Pre-Medicine Biology majors enrolled in PHY

0301. (S)

PHY 304 Energy Science (Lecture) 3

Prerequisite: PHY 251, PHY 252

This course discusses energy sources and their use in biological and physical processes. The students will be introduced to photosynthesis, respiration, nutrition, thermodynamics, efficiency, resources, resource and space usage, transportation, and design concepts. It includes a study of the science of materials and shapes as well.

PHY 305 Energy Science (Lab)..... 2

Concurrent enrollment: PHY 304

This course complements the lecture component of Energy Science, PHY 0304, which must be taken concurrently. It includes experiments and projects that deal with scientific processes, data collection, interpretation of results, and presenting findings.

PHY 311 Science of Energy (Lecture and Lab)..... 3

Pre-requisites: PHY 251 or PHY253 and MATH 170

This course discusses energy sources and their use in biological and physical processes, energy efficiency, and design. Students will be introduced to the nature of light, ultraviolet and infrared radiation, photosynthesis, biofuels, and fossil fuel energy production, solar photovoltaic cells, the laws of thermodynamics, heat engines, and heat pumps, efficiency, climate change processes, resource and space usage, structure, transportation, and design concepts.

NOTE: From time to time, other courses are offered on topics of current interest. These are in addition to the core of the courses identified above.

POLITICAL SCIENCE (POSC)

POSC 103 Introduction to Political Science 3

This course provides an overview of the discipline of political science and introduces students to the major themes and subfields in the scientific study of politics.

POSC 200 American Government Survey 3

This course is an introductory explanation of how the American government works. It covers the legislative, executive, and judicial branches of both national and state governments. It also discusses elections, political parties, and interest groups. The United States and Missouri Constitutions are included.

POSC 201II Missouri Constitution1

This course is designed to familiarize students with the Constitution of the state of Missouri. The course is intended for students who have not completed the state requirement concerning the

POSC 203 Introduction To Comparative Politics 3

This course introduces students to western and nonwestern systems of governance, political structures, and institutions. It also provides frameworks for understanding the cultures of the world that are the basis for formal economic and political institutions as well as the role of informal mechanisms that exist in other parts of the world that societies utilize to structure their polities.

POSC 312 Geographic Information Systems 3

(Same course as GEOG 401 and CRJ 361)

This course offers an analysis of geospatial data relating to a variety of social phenomena using geographic information systems (GIS) software. Students will learn how geospatial analysis can be integrated into research projects and presentations (e.g., creating maps to present and analyze social, political, and economic data).

POSC 313 State and Regional Politics 3

This is an examination of contemporary state and regional politics in the United States, and it covers the social, economic, and political determinants of federal state and local relations by developing an appreciation of the unique system of American Federalism.

POSC 314 Policy Analysis..... 3

This course is an analytical study of the systematic development of public policy.

POSC 323 The American Presidency 3

Prerequisite: POSC 200

This course examines the executive branch of the United States government through a detailed examination of its principal office - that of the President of the United States. The study of the presidency will cover access to the office (elections), its current complex structure, and its principal activities; it will also expand the view of the American presidency by studying the various individuals who have recently held the office.

POSC 370 World Affairs (International Relations)..... 3

Prerequisite: POSC 200 and HIST 214

Students discuss and analyze and contemporary relations and problems among nation-states and the major factors which influence these relations.

POSC 380 Public Policy 3

This course is an analysis and discussion of urban political resource allocations. The course is concerned with the study of the social, political, and economic factors affecting the development and implementation of public policies. The course is constructed with three focal points or stages of policy creation: pre-policy conditions; policy design; and policy implementation. Particular attention is given to the policy actors, their interests and values, their actions that affect the course of policy creation. In the pre-policy stage, attention is directed at the analysis of the issues and conditions that establish the need for public policy; the conflict over access to, or redistribution of, desired resources; and the role of various interest groups in defining this scenario. In the policy design stage, attention is directed at an identification of the value basis of policy, an assessment of the impact of interest groups and established laws on policy and implementation, a relating of the constraints imposed by tax dollars on policy design and alternatives, and an analysis of the workings of the community power structure as it relates to these issues in the creation of a policy. The implementation stage is concerned with the evaluation of the policy as it is established in the public program constructed to deliver the intentions of the policy.

POSC 390 Urban Politics 3

This course is an analysis and discussion of the urban political structures in the U.S. It emphasizes political processes and policy implementation in several contemporary urban issues.

POSC 420 – GEOINT and National Security..... 3

Prerequisite: GEOINT 401.

This course covers the applications of geospatial intelligence (GEOINT) to national security and diplomacy. The course includes an overview of the US Intelligence Community and the history and development of GEOINT. Students will practice using GEOINT techniques in simulated intelligence and national security exercises.

POSC 402 Political Theory 3

Prerequisite: POSC 200

A review of current and recent political ideologies and their historical roots: communism, socialism, democracy, fascism, etc.

POSC 403 Studies in Globalization 3

The course focuses on the relationships between nation-states “non-state” actors, global institutions, and the development of transnational economies within a rapidly integrated globalized world.

POSC 404 Politics of Development 3

This course introduces students to the changing faces of international development, foreign aid, international assistance programs, poverty alleviation, market- driven solutions in a world with enormous variations in resources and opportunities.

POSC 405 International Political Economy 3

This course introduces the international political economy by examining the politics of international trade, finance, and investment.

Students will be exposed to the changing dynamics of the global economy and the role of global actors in facilitating the development of institutions that have built the world they will soon face.

POSC 480 Political Science Internship 3

Prerequisite: RM 301 and RM 302 and admission to the Political Science degree program and have completed at least 90 credit hours of course work (including the required courses in Research Methodology) within the Political Science degree program.

The Political Science Internship is required and designed to assist students in understanding the praxis of Political Science and Public Policy in society. The Internship requires completion of 140 hours of fieldwork in the assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140-hour requirement. Internship sites will include government agencies and social service agencies/organizations. The professor of the internship course approves the internship site.

POSC 485 Political Science Senior Thesis

Prerequisite: Last two (2) semesters of the student’s senior year.

One of the primary purposes of offering a senior synthesis course is for students to demonstrate a sufficient familiarity and knowledge base of those historical, philosophical, social, political and legal theories, concepts, practices and events which affect the political system, its agencies and components in a democratic, pluralistic society.

POSC 490 Topics In Political Science1-3

From time to time, other courses are offered on topics of current interest within the field of Political Science. These are in addition to the core of courses identified above; when offered, this course will be listed in the University’s Course Schedule.

PSYCHOLOGY (PSYC)

PSYC 100 Introduction to Psychology 3

An introduction to the science of how humans think, feel and behave. Topics explored include intelligence, perception, memory, happiness, personality, culture, social influence, development, emotion, and mental illness. Students will learn about classic and groundbreaking research and range of methods, and will discover how psychology informs our understanding of what it means to be human.

PSYC 120 Seminar in Psychology 2

An introductory course for psychology majors to build critical thinking and information literacy skills and to explore the discipline's values, ethics, career options, and writing style. For Psychology majors with Freshman standing.

PSYC 200 Developmental Psychology 3

Prerequisite: PSYC 100

This course examines the normative cognitive, affective, psycho-motor and social development from birth through adolescence. It also covers social and cultural influences on development and identification of exceptional individuals, including people with learning disabilities.

PSYC 210 Lifespan Psychology 3

Prerequisite: PSYC 100

This course is an examination of the biological, psychological, socio-emotional, and social/contextual changes that occur during, development, across the human lifespan.

PSYC 215 Psychopathology 3

Prerequisite: PSYC 100

This course is an introduction to the methods, rationale, and empirical foundations of clinical psychology. It also covers issues in the assessment and treatment of psychopathology.

PSYC 220 Research Writing 3

This course enables students to develop the methods of citation, organization, and critical thinking skills necessary for writing college-level research papers in the behavioral sciences using the American Psychological Association format.

PSYC 225 Psychology Of Crime & Delinquency 3

Prerequisite: PSYC 100

This course conceptualizes crime and delinquency from a developmental psychopathology perspective and provides a review of research on common risk and protective factors.

PSYC 230 Introduction to Clinical Psychology 3

Prerequisite: PSYC 100

This course is an introduction to the methods, rationale, and empirical foundations of clinical psychology. Issues in the assessment and treatment of psychopathology are covered.

PSYC 260 Social Psychology 3

Prerequisite: PSYC 100

This course examines how people's thoughts, feelings, and behaviors are shaped by the social environment through the lens of contemporary and classic theories and research. Topics include interpersonal attraction, affiliation, aggression, prejudice, conformity, attitudes, persuasion, social cognition, altruism, self-presentation, social perception, and group behavior.

PSYC 270 Cognitive Psychology 3

Prerequisite: PSYC 100

Fundamental Theories, concepts, and empirical findings in study of higher order cognitive processes are covered in this course. Topics include thinking, problem solving, language comprehension and production, and memory and attention.

PSYC 275 Industrial & Organizational Psychology 3

Prerequisite: PSYC 100

Course topics will include the psychological aspects of employment selection and assessment performance appraisal, employee and work team development, reorganization and downsizing, work stress, employee violence, work/family conflict, and the changing nature of the workplace.

PSYC 280 Research Methods in Psychology 3

Prerequisites: PSYC 100, MATH 135 or RM 150, and PSYC 220

Basic modes of research design in psychology and measurement of psychological construct are examined.

PSYC 285 Drugs & Behavior 3

Prerequisite: PSYC 100

This course is an introduction to drugs and their action, with an emphasis on psychoactive drugs, their effects, and the consequences of their use and misuse to the individual and society.

PSYC 300 Abnormal Psychology 3

Prerequisite: PSYC 100 and PSYC 220

This course provides an analysis of mental disorders related to the nature of various forms of abnormal behavior, including schizophrenia, depression, and neurosis, viewed from psychological, biological, and cultural lenses. Developmental and historical perspectives of these topics are also explored, along with diagnosis and treatment of pathological behavior.

PSYC 301 Animal Behavior 3

Prerequisites: PSYC 100 and PSYC 220

This course offers an evolutionary and ecological approach to the study of animal behavior. Identification of major patterns and processes of behavior and proximate and ultimate factors influencing behavior; discussion of classical and current methodologies for studying behavior are covered.

PSYC 304 Sensation & Perception 3

Prerequisites: PSYC 100 and PSYC 220

This course is a study of the senses, including background in sensory physiology, development of perceptual abilities, and appropriate research methodology.

PSYC 305 Forensics Psychology..... 3

Prerequisites: PSYC 100 and PSYC 220

This course provides students with an overview of the theories that support the utilization of psychology in the legal system and how those theories and psychological research are applied in law enforcement, the courts, and in corrections. Although the focus in the course is primarily on the United States, some attention is devoted to an international view of forensic psychology.

PSYC 307 Health Psychology 3

Prerequisites: PSYC 100 and PSYC 220

This class will provide an introduction to the discipline of Health Psychology, which involves principles of psychology and behavior in understanding how the mind, body, and behavior interact in health and disease. Class topics include theoretical foundations of health and illness, health promotion and primary prevention of illness, health enhancing and health damaging behaviors, psychosomatic illness, stress and coping, pain management, and a variety of specific behavior-related medical illnesses.

PSYC 308 Psychology of Personality 3

Prerequisites: PSYC 100 and PSYC 220

This class will review personality theories, techniques of assessment, and research relevant to understanding individual differences.

PSYC 309 Psychology of Learning 3

Prerequisites: PSYC 100 and PSYC 220

Survey of significant concepts, experimental methods and principles of learning.

PSYC 310 BIOLOGICAL PSYCHOLOGY 3

Prerequisites: PSYC 100 and PSYC 220

This course will cover some of the many relationships between the brain and behavior. This course is intended to present the basic principles of psychobiology to undergraduate psychology majors. The course emphasizes neural histology, neural physiology, and neuroanatomy of the central and peripheral nervous system. The course will include a brief survey of chemical neuroanatomy (neurotransmitter systems), and "systems integration" of sensory and motor systems critical for behavior.

PSYC 320 Psychology of Prejudice 3

Prerequisites: PSYC 100 and PSYC 220

This course provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Includes individual and small group activities to provide experiential learning.

PSYC 335 Psychology of African Americans 3

Prerequisites: PSYC 100 and PSYC 220

This course will cover methodological approaches to and theories of African American behavior and personality development. It reviews current theories and research in the field of behavior sciences and its biases as it relates to African Americans.

PSYC 340 Statistical Methods in Psychology 3

Prerequisite: PSYC 100

Principles and computational methods that apply to quantitative aspects of psychological procedure, elementary correlation theory and prediction, sampling problems, tests of hypotheses, elementary test theory, interpretation of results are examined.

PSYC 360 Cognitive Neuroscience 3

Prerequisite: PSYC 100 and PSYC 220

This course provides an introduction to the brain and its influence over behavior. Topics include discussion of how the brain and mind are involved in perception, attention, learning and memory, language, movement, emotions, decision-making, and consciousness.

PSYC 380 Internship 3

Prerequisite: PSYC 100, PSYC 220, and PSYC 280

An individually planned learning experience that provides an opportunity for exploring career possibilities or for enriching an academic program. A contract specifying the learning goals, activities, setting, and method of evaluation is developed in advance between faculty member and student.

PSYC 410 Psychology Of Race & Racism 3

Prerequisites: PSYC 100 and PSYC 220

This course reviews the history and evolution of the construct of race as a psychological and social phenomenon. While the course will be largely social psychological in nature, the insidiousness of race in practically every sphere of life necessitates a multidisciplinary approach. As such, in addition to readings from psychology, students will also be exposed to ideas in the areas of anthropology, sociology, and biology. The course will emphasize a theoretical and conceptual approach toward understanding the psychology of racial thinking.

PSYCHOLOGY (PSY)

PSY 100 General Psychology 3

This is an introductory survey of the basic concepts, principles, and methods in the scientific study of behavior. Some appropriate applications to one's personal growth and development will be provided.

PSY 302 Abnormal Psychology 3

This course is an examination of forms of personality maladjustment, the factors which contribute to the development of abnormal behavior, its diagnosis and treatment, and the prevention of neurotic, psychotic, and sociopathic behavior. The role of maladaptive reaction and overall mental health is studied instead of DSM-IV classifications.

PSY 305 Educational Psychology..... 3

Program admission not required.

This course is a study of human learning and development as applied to the school environment. Emphasis will be placed on the interpretation of educational tests and measurements based on the cognitive and behavioral processes of learning. Classroom application of developmentally appropriate assessment and evaluation will be covered. (F-SP)

PSY 307 Humanistic Psychology 3

The focus of this course is a study of human relations skills and the use of varying techniques dealing with intra- and interpersonal awareness. Emphasis is placed on self-knowledge, communication skills, nonverbal behavior, group dynamics, transactional analysis. It includes a study of leaders in the contemporary humanistic psychology movement.

PSY 310 Child Psychology..... 3

Program admission not required.

This course is an in-depth investigation of the major theories of human development (cognitive, psychological, social, and emotional) and the interrelationship across developmental areas (conception to death) with an opportunity for first-hand observation and application of behavioral techniques with children. (F-AE) (SP-A/E) (SU-A/E)

PSY 311 Adolescent Psychology 3

Program admission not required.

This course is a study of the psychological, biological, and social bases of adolescence as a transition state of development. Included will be an examination of the emotional, mental, physical, and personal social factors influencing adolescent personality and behavior. Substance abuse, sexuality, and peer pressure concerns will also be addressed. F-E/S) (SP- E/S) (SU-E/S)

PSY 312 Psychology and Education of the Exceptional Child..... 3

Program admission not required.

A study of and the remediation/treatment of the nature, characteristics, and categories of the exceptional child, including an understanding of the conditions and risk factors that affect children's development and learning. Consideration will be given to the psychological problems of the gifted, intellectually deficient, hearing impaired, visually impaired, orthopedically disabled, learning impaired, socially/emotionally, and or behaviorally maladjusted. (F-A/E) (SP-A/E) (SU-A/E)

PSY 319 Behavior Management 3

Co-requisite: PSY 321

This course is an investigation of major theories and principles of behavior management and self-control techniques. Included are operant conditioning, socialization, reality therapy, and crisis intervention, along with the development of behavioral prescriptions. Current research is examined.

PSY 320 Psychology Of Personality 3

This course is a study of the nature, theories, types, and improvements in personality. Both traditional and current research are examined and evaluated. Consideration is given to the usage of variables that influence development, function, and assessment of personality.

COURSE DESCRIPTIONS

PSY 321 Practicum in Behavior Management 2

Co-requisite: PSY 319

This course will provide 30 hours of one-to-one experience within an educational setting in which students design and implement one or more workable behavior management techniques. Students will have an opportunity to work directly with children in the application of behavior management techniques.

PSY 407 Individual Intelligence & Achievement Tests..... 3

This course is the study of theory and application of standardized individual intelligence tests and achievement tests. The course includes instruction in the interpretation of the individual intelligence tests and achievement tests, formal and informal diagnostic procedures, and prescriptive instruction.

PSY 450 Counseling Aspects Of Clinical Psychology .. 3

This course focuses on dealing with adjustments and clinical techniques, application of various therapeutic evaluations for assessment and treatment of personal, social, emotional, and behavioral problems. The literature and current research in psychotherapy are examined.

RESEARCH METHODOLOGY (RM)

RM 300 Research Writing 3

Prerequisite: ENG 110 I, ENG 110 II

The main objectives of this course are to inform students of the common steps and formats in writing a university-level research paper: how to write and submit proposals and literature reviews, how to follow general research paper formats using an annotated bibliography, and to introduce students to other research skills. Students will master the various research-writing guidelines of their departments or professors.

RM 301 Research Methods and Statistics 3

The purpose of this course is the application of the elements of research methodology and statistical analysis to social and behavioral sciences. The course will develop the student's understanding of the research and statistical techniques toward judging the legitimacy of a researcher's claims and the results reported. The focus will be given to the application of statistical tests and what these given techniques accomplish statistically, the conclusions that can be reached using such techniques, and how the results are reported.

RM 302 Research Design & Statistical Analysis..... 3

Prerequisite: RM 301

This course emphasizes research methodology and research statistics. Students are introduced to methods of researching social issues and to elements of a qualitative methodology for various kinds of data.

RM 400 Evaluation Research 3

Prerequisite: RM 301

This course develops the student's understanding of the issues, techniques, design, application, and ethics of evaluation research. Major issues examined will include the theoretical underpinnings and methodological consequences of the major traditions of evaluation research.

RM 410 Survey Research..... 3

Prerequisite: RM 301

This course is designed to continue the development of the students' understanding of the issues, techniques, design, application, and ethics of survey research. Major issues examined will include the theoretical underpinnings and methodological consequences of the major traditions of survey research.

RM 420 Experimental Design..... 3

Prerequisite: RM 301

This course is designed to continue the development of the students' understanding of the issues, techniques, application, and ethics of experimental design. Major issues examined will include the theoretical underpinnings and methodological consequences of the major traditions of experimental design.

RM 430 Field Research 3

Prerequisite: RM 301

This course is designed to continue the development of the students' understanding of the issues, techniques, design, application, and ethics of field research. Major issues examined will include the theoretical underpinnings and methodological consequences of the major traditions of field research.

RM 432 Grant Writing & Administration 3

Prerequisite: ENG 0110 I, ENG 0110 II

RM 432 examines the problem of identifying funding sources, the grant-writing process, and the management of grant funding.

RM 440 Computer Simulation & Modeling 3

Prerequisite: RM 301

This course is designed to continue the development of the students' understanding of the issues, techniques, design, application, and ethics of computer simulation and modeling in social science research. Major issues examined will include the theoretical underpinnings and methodological consequences of the major traditions of computer simulation and modeling in social science research.

RM 490 Topics In Research Methodology 3

From time to time, other courses are offered on topics of current interest within the field of Research Methodology. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.

SOCIOLOGY (SOC)

SOC 100 Introduction to Sociology 3

This course surveys the range of human cultural variation and differing patterns of human social relationships. The perspectives and concepts of anthropology and sociology presented in this course will prepare students to recognize and appreciate the variety of social and cultural situations encountered in life

SOC 200 Social Inquiry..... 3

Prerequisite: SOC 100

This course is an introduction to the research process used in social science, with a specific focus on how sociologists turn social issues, interests, theories, and debates into social research. Students will focus on probing social questions, for example, on social arrangements, human behavior, and forms of social, political, and economic organization.

SOC 210 Race, Class, and Gender 3

Prerequisite: SOC 100

Using a socio-historical perspective and a critical reasoning approach, the consequences associated with race, class, and gender inequalities in U.S. social institutions are examined. Attention will be given to recent demographic shifts in the cultural characteristics of society and to the global nature of race, class, and gender issues.

SOC 285 Gender, Sexuality, Society and Body 3

Prerequisite: SOC 100

This course introduces students to the study of gender and sexuality from an interdisciplinary approach that is rooted in sociology. Gender and sexuality are studied as fluid and flexible concepts that change based on context. Important

themes will be gender roles, gender representation in media, the spectrum of sexuality, political and economic issues, and various theories of gender to understand how it interacts with other social categories such as race, class, sexuality, etc.

SOC 295 Race and Ethnic Relations 3

Prerequisite: SOC 100

This course provides a study of racial, ethnic, religious, economic, and other bases of group formation in global and historic perspectives. The culture and behavior of minority groups and their relationships with dominant groups and agencies of social control are investigated. Contemporary intergroup relations in the United States will also be examined.

SOC 300 Social Justice 3

Prerequisite: SOC 100

Students will analyze issues of distribution of resources, conflicting claims to resources, and the concepts of fairness reflected against the concept of need or entitlement. They will evaluate the issues against the concerns of public policy.

SOC 210 Race, Class, and Gender 3

Students will analyze issues of distribution of resources, conflicting claims to resources, and the concepts of fairness reflected against the concept of need or entitlement. They will evaluate the issues against the concerns of public policy.

SOC 303 Social Psychology 3

Prerequisite: SOC 100 and PSY 100

SOC 0303 is an introduction to a variety of social-psychological orientations and research in the study of individuals and their relations to groups of individuals. Emphasis will be placed on the development of individuals and their socialization through the reciprocal relationships between themselves and other individuals.

SOC 310 Urban Sociology 3

Prerequisite: SOC 100

This course is designed to be a survey of contemporary urban social issues. Students will investigate urban life, urban social interactions, urban patterns, urban institutions, and the strategies that people use to create community and the transformation of such a community into an epicomunity—a community that is secondary to another social issue or phenomenon.

SOC 340 Social Problems..... 3

Prerequisite: SOC 0100

The purpose of this course is to introduce students to the elements of social problems and issues from a sociological perspective. The class will use the concepts, theories, models, and investigative techniques of the sociologist to focus on a series of contemporary issues and problems characteristic of today's American society.

SOC 350 Criminology..... 3

Prerequisite: SOC 100

The first part of the course will examine the various theories that comprise the three broad groups of theory in criminology: criminal behavior as freely chosen, criminal behavior as caused by conditions beyond the control of the individual, and the behavior of criminal law. The second part is concerned with the responses of society as reflected in public policy to the issue of crime and criminal behavior.

SOC 355 Social Deviance..... 3

Prerequisite: SOC 100

Deviance, in a sociological context, describes actions or behaviors that violate social norms, including formally enacted rules (e.g., crime), as well as informal violations of social norms (e.g., rejecting folkways and mores). It is the purview of sociologists, psychologists, psychiatrists, and criminologists to study how these norms are created, how they change over time, and how they are enforced.

SOC 360 Sociology of Law 3

Prerequisite: SOC 100

This course will examine and evaluate the origins of the law, the philosophy of law and legal rights, and the role of law in modern society. The focus will be given to the issues of legal reasoning and the rule of law, politics, and morality; whether the law as it exists provides determinate answers to legal problems; whether the law treats, or should treat, people in an objective manner according to some abstract rule; how far law is anchored in something external to itself such as social morality, social or political justice, economic efficiency, etc.; the process of law; the actors within the legal system; and law as an instrument of conflict resolution and social change.

SOC 365 Alcohol, Drugs, and Society..... 3

Prerequisite: SOC 100

Drug use, including the use of legal/illegal substances, in a sociological context, describes an activity in which humans engage, is socially patterned, and is important due to the consequences administered to groups within society. It is the purview of sociologists, psychologists, psychiatrists, and criminologists, to study how norms are created, how they change over time, and how they are enforced.

SOC 370 Social Change..... 3

Prerequisite: SOC 100

The purpose of this course is to introduce the student to the elements and theories of social change from a sociological perspective. The class will use the concepts, theories, models, and investigative techniques of the sociologist to examine the concept of change: the identity of what is changing, the rate of change, the magnitude of change, the direction of change, the duration, and the level of change.

SOC 375 Sociology of Hip-Hop 3

Prerequisite: SOC 100

This course is an introduction to the dialectic words of Tupac Shakur that produced levels of social change. Political ideologies will also be discussed to explore the "hip-hop" politico revolution. Students will expand their knowledge on the intellectual activism of Tupac Shakur as a black intellect based on his overall teachings. This course will analyze the journey of black thoughts of a myriad of American rappers as leaders using their art to speak their truth to corporate, government, and judicial power.

SOC 380 Inequality and Punishment..... 3

Prerequisite: SOC 100

This course examines the institutions and policies that shape punishment avenues within the United States specifically focused on mass incarceration. The U.S. has the largest incarceration rate, is the world's leader in incarceration, and has increased dramatically since the early 1970s. Racial and class disparities in imprisonment rates are stark. In this course, students will evaluate how racial and class disparities in imprisonment became so large. Students will also investigate the consequences of incarceration, inequitable sentencing, and impacts on the community.

SOC 425 Mapping for Change..... 3

Prerequisite: GEOG 401.

In this course, students will learn how to apply exploratory data analysis and visualization of sociological data to drive positive change. Students will gain experience recognizing the influence of statistical and geospatial analyses on urban policy, analyzing and synthesizing information from a variety of sources, and identifying the ethical, political, economic, and environmental dimensions of mapping and spatial analysis.

SOC 411 History of Social Thought..... 3

This course is concerned with the development of sociological perspectives and the theories which have contributed to its present state of sociological thought. The course will focus on the evolution of social thought from a state of social philosophy to the current definitions of the form and content of sociology as a distinct analytic discipline.

SOC 450 Social Stratification 3

Prerequisite: SOC 100

SOC 450 is a study of social differences in the United States. The course focuses on the effects of social structure on the lives and life chances of individuals in society. Topics of discussion will include the distribution of power in society; social inequality; class, race, gender, and age differences; relations among categories of people; and social ranking.

SOC 460 Economic Sociology 3

Prerequisite: SOC 100

The objective of this course is to identify the theories, models, and concepts applicable to the economic analysis of social and political issues of the urban and regional environment. Central to this analysis is the apparent contradiction between the economist's concern about efficiency and the political concern about equity in the creation of public policy. This course reviews changes in how various social science disciplines have explained the economy over the last several hundred years and then zeroes in on the sociological approach. The fundamental premise is that a deep understanding of the economy requires attention to how social structure and institutions shape information flow, trust, cooperation, norms, morality, power, and domination in economic action and interaction.

SOC 470 Social Power, Coalitions & Decision Making.. 3

Prerequisite: SOC 100

This course is designed to be an intensive analysis of various models of the social phenomena of power coalitions and decision-making. Students will analyze these phenomena as major elements in social interaction. This course will present several models of social-power analysis, coalition behavior, and the application of social power and coalitions in decision-making.

SOC 480 Critical Theory..... 3

Prerequisite: SOC 100

This course will examine and evaluate the assumptions and methodology of a sociological theory termed critical theory. Critical theory as informed by supra- disciplinary research which attempts to construct a systematic, comprehensive social theory that can confront social, economic, and political issues from an encompassing perspective rather than the traditional single discipline, interdisciplinary or multidisciplinary approaches, which tend to maintain the traditional boundaries of academic disciplines in the analysis and abstractions of contemporary issues.

SOC 481 Sociology Internship 3

Prerequisite: RM 302

The Sociology Internship is designed to assist students in understanding the praxis of Sociology. The Internship requires completion of 140 hours of fieldwork in the assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140- hour requirement. Internship sites will include government agencies and social service agencies/organizations. The professor of the internship course approves the internship site.

SOC 485 Sociology Senior Synthesis 3

Prerequisite: SOC 481

The primary purpose of this course is for students to demonstrate a sufficient familiarity and knowledge base of those historical, philosophical, social, political, and legal theories, concepts, practices, and events that affect the field of sociology in a democratic, pluralistic society.

SOC 490 Topics In Sociology 3

From time to time, other courses are offered on topics of current interest within sociology. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.

SPANISH (SPAN)

SPAN 160 I Introduction to Spanish Language and Culture..... 3

This course is designed for students with no previous knowledge of Spanish. Students will develop communicative skills in Spanish, including listening, speaking, reading, and writing. They will also have an introduction to Spanish-Latin American culture through discussion of readings and visual media.

SPAN 0160 II Essentials Of Spanish Language And Culture..... 3

Prerequisite: SPAN 160 I or equivalent This course in the Spanish language program focuses on more advanced language skills to stress the further rapid acquisition of spoken Spanish, listening comprehension, reading, and writing skills. It is designed to immerse students as much as possible into Spanish language and culture. The course is taught in Spanish to impart communicative competence through the acquisition of everyday grammar and vocabulary. Students will be exposed to native speakers of Spanish in an interactive CD ROM, tele-based program, and videos on Spain and Spanish-America.

SPEECH (SPCH)

SPCH 109 INTRODUCTORY PUBLIC SPEAKING 3

In this basic course, students will develop awareness and an appreciation of effective communication. The course requires students to compose speeches, present various delivery methods, and analyze formal speeches presented by others.

SPCH 200 Advanced Public Speaking 3

Prerequisite: SPCH 109

This course builds upon the skills developed in SPCH 109. Further emphasis is given to the understanding and practice of effective communication theory, organizational techniques, interpersonal skills, and analytical skills. (F-A/E) (SP-A/E)

Spch 210 Argumentation 3

Prerequisite: SPCH 109

Utilizing the fundamental research and organizational skills developed in Speech 0109, this course focuses on the role of formal argumentation and debate, as well as techniques in contemporary problem-solving situations. Course requirements include participation in-class debates, panel discussions, and group discussions.

NOTE: Although SPCH 200 is not an official prerequisite for this course, the experiences provided in that course will better prepare the student for argumentation and debate.

SPCH 300 Interpersonal Communication..... 3

Prerequisite: SPCH 109

In this course, students will gain an understanding of speech psychology, behavior, verbal and nonverbal message, and intention in interpersonal relations. Both theory and practice are combined to present students with feasible approaches to effective communication in such interpersonal situations as the family setting, the classroom, business situations, and social gatherings and groups.

SPCH 301 Oral Interpretation..... 3

Prerequisite: SPCH 109

This course introduces students to the art of reading literature aloud to enhance their appreciation of both literature and oral performance. Fundamental communication skills developed in Speech 109 are applied to the oral reading of poetry, prose, and drama. Attention is also given to verbal and nonverbal aspects of delivery that enhance reading and presentation techniques that enable students to share various literary works with audiences. Course requirements include preparing and performing a variety of literary works.

SPCH 302 Small Group Communication 3

Prerequisite: SPCH 109

The small group, whether its goal is information gathering, information sharing, or problem-solving, can be an efficient, creative means of accomplishing tasks in academic and other professional settings. This course presents principles and methods that encourage effective communication when collaborative effort can successfully achieve a goal. The course explores such issues as functions, roles, and characteristics of small group participants and strategies for problem-solving. Course requirements include student participation in several types of task-oriented small discussion groups and performing a variety of literary works.

SPCH 310 Business Communication 3

Prerequisite: SPCH 109, SPCH 200

This course stresses the practical application of the effective speaking theory and skills developed in Speech 0109 and Speech 0200 to business and professional communication situations. Interviewing techniques, product and proposal presentations, and employer-employee communication form the core of the business study; occasional speeches, reporting techniques, and decision-making and problem-solving simulations comprise the focus of the professional emphasis.

SPCH 400 Persuasion 3

Prerequisite: SPCH 109, SPCH 200

In this course, the focus will be on techniques of convincing and motivating others to action. Reinforcements will be made to the principles and skills introduced in SPCH 0109 and SPCH 0200, with emphasis upon the role of logical thinking, audience analysis, and careful preparation in the development of effective persuasive speech strategies. Some attention will be given to the use of visuals in the development of such strategies.

NOTE: From time to time, other courses are offered on topics of current interest. These are in addition to the core of the courses identified above.

SUSTAINABILITY AND URBAN ECOLOGY (SUE)

SUE 324 Environmental Policy 3

(This course is the same as BIO 324 and cannot both be taken for credit.)

This course deals with the politics of managing humanactivities to prevent, reduce, or mitigate harmful effects on nature and quality of life. Environmental issues such as protection of natural resources and biodiversity, air and water pollution, climate change, and waste management are among the topics addressed. Formulation of policies based on sustainability, equity, human rights, risk assessment, and polluter accountability is discussed.

THEATER (THR)

THR 100 Theater Appreciation..... 3

Prerequisite: SPCH 109 or permission of the instructor.

This course introduces the student to the literary aspects of drama, theater history, and the fundamental processes with an emphasis on contemporary American theater.

THR 125 Acting Up: A Beginner's Workshop 3

Prerequisite: SPCH 109 and SPCH 301 or permission of the instructor.

In this course, the novice actor is both creator and performer. Beginners learn how to shape literature for reader's theater and/or chamber theater and how to use presentational or representational performance styles to deliver text. Skills and content acquired in oral interpretation serve this course as well as evidence of the students' prior experiences with performance, literary study, and/or creative writing. Course requirements include creating scripts for performance and the performance of students' original scripts.

THR 200 Fundamentals of Acting..... 3

Prerequisite: SPCH 109 or permission of the instructor.

In this course, beginning actors will develop their "tools" - voice, body, and body movements. Students will become familiar with the techniques of acting including movement, characterization, improvisation, and pantomime. Attention will also be given to theater history, interpretation of scripts, and approaches to the use of the physical theater.

THR 201 Theater Practicum..... 3

Prerequisite: SPCH 109 and THR 100 or permission of the instructor.

In this practicum, students will acquire a wide range of theatrical skills while fulfilling significant acting and technical responsibilities in a major theatrical production. Students may enroll in this course as many times as they wish in "audit" status, after receiving a passing grade in the initial enrollment.

THR 300 Advanced Acting..... 3

Prerequisite: SPCH 0109, SPCH 0200, THR 0100 or permission of the instructor.

In this course, students will continue to explore the actor's responsibilities in the theater. Methods of acting, theatrical styles, stage business, imagination, and aim provision will be stressed. Further attention will be given to theater history, theory, and criticism from Greek to contemporary theater.

THR 310 Play Directing..... 3

Prerequisite: THR 100 or permission of the instructor.

This course explores the role of the director in a unified theatrical production. Strong emphasis will be placed on cooperative group management in such productions. The relationship of the director to the actors, the crew, and others in a theatrical company will be examined. A one-act play will be directed along with scene production and use.

THR 320 Stagecraft 3

In this course, students will explore the technical work of the theater. Attention will be given to designing the set, painting, constructions, mounting, and changes in a major production.

THR 330 Children's Theater and Creative Dramatics ... 3

Prerequisite: SPCH 109 and THR 200 or permission of the instructor

This course gives students an introduction to several theories of children's theater and creative dramatics. It encourages students to explore these theories as they create and perform scripts with children as the audience and participants in the theatrical experience. Basic audience analysis, performance and staging techniques learned in Introductory Public Speaking and Fundamentals of Acting will be useful to students wanting to create children's theater for enrichment and instruction. Course requirements include preparing and performing various types of children's drama.

NOTE: Although Oral Interpretation (SPCH 0301) and Play Directing (THR 0310) are not prerequisites, mastery of principles taught in those courses will enable students to be better prepared for Children's Theater and Creative Dramatics.

THR 401 Storytelling..... 3

Prerequisite: SPCH 109, SPCH 301 or permission of the instructor

The principles, techniques, and skills of storytelling are presented along with the art of storytelling using various literary forms. Course requirements may include the performance of original stories, folklore, and myth as well as stories by published authors.

NOTE: From time to time, other courses are offered on topics of current interest. These are in addition to the core of the courses identified above.

URBAN STUDIES (URST) & (PADM)

URST 100 Introduction To Urban Studies 3

Prerequisites: The completion of the social science course requirements in the General Education Curriculum and the Pre-Professional Course Curriculum are requirements for all 0300 and 0400 level Urban Studies courses.

The purpose of this course is to acquaint students with the study of the city. Topic to be covered include the role of the city in human history, methods and approaches for studying the city, the impact of urbanization on contemporary society, the relationship between globalization and urbanization, the changing form of the city, current urban policy and an overview of urban design and urban planning.

URST 220 Poverty /Housing Homelessness 3

Prerequisite: URST 100

This course will look at the roots and drivers of the contemporary housing crisis as it plays out across the urban landscape using a Right to Housing framework. Affordability, segregation and discrimination, homelessness, eviction, homeownership, mortgages, and gentrification/redevelopment will be the main issues around which this course is structured.

URST 250 Community Engagement 3

Prerequisite: URST 100

Contemporary communities are diverse and interconnected and to impact positive social change, members in these communities must understand critical theories of community engagement. This course surveys critical theories and models of community engagement, including but not limited to, theories of equity, citizenship, human rights, advocacy and activism, civic leadership, social justice, civil discourse, and social capital. Students will use an interdisciplinary approach to analyze and actively engage in the principles and practices of community engagement through a local lens.

URST 301 The City..... 3

Prerequisite: SOC 100

This course is an overview of the evolution of urbanization and the current nature of cities. Topics include a discussion of what a city is, a description of forces leading to urbanization, early city cultures, an overview of major urban theorists, and the impact of industrialization/post-industrialization on the city.

URST 302 The Urban Agenda 3

Prerequisite: URST 301

This course surveys contemporary urban research methods. Topics include primary data collection, census analysis, and introduction to geographic information systems.

URST 309 Segregation By Design..... 3

Prerequisite: Junior status or above

This transdisciplinary seminar, bridging humanities, and architecture introduces students to research theories and debates currently being conducted on issues of segregation, city planning, urban policy, and sustainability. By placing these debates in a historical and local context students will discover how policy and decisions are entrenched with racial, cultural physical, and socio-economic segregation, and create the spatial transformation of America’s divided cities. Students will learn to evaluate and analyze policy and planning through the framework of Triple Bottom Line Sustainability to understand the physical manifestation of segregation during growth and decline.

URST 310 Megatrends and the Future of the City .. 3

Prerequisite: URST 301

This course attempts to identify the most significant technological, social, economic, and political movements shaping the world today and their consequences for the future of urbanization. Topics to be discussed include the global market economy and new urban networks; race, class and edge cities; the information revolution and the role of cities; and the urban impact of the demise of communism and the rise of nationalism.

URST 370 Social and Economic Development 3

Prerequisite: URST 100

This course deals with economic and social conditions in urban areas in the United States. It begins by describing urban areas and discussing patterns, trends, and problems in these areas. Students will review basic economic concepts that help in understanding and analyzing urban and rural communities and move on to theories of growth and economic development. These allow students to begin to understand how urban and rural economic policies can be constructed and evaluated.

URST 400 Urban Planning 3

Prerequisite: URST 0301

This course is concerned with the examination of the historical efforts that shape the city. Topics include the evolution of land use planning, urban revitalization, and future directions in urban planning and development.

URST 401 Urban Development 3

Prerequisite: URST 301

This course deals with the built and economic environments of the American city. It attempts to provide an overview of development needs facing contemporary cities and potential strategies. Topics include urban development policy, equity, financing, and governmental programs.

URST 480 Urban Studies Internship..... 3

Prerequisite: Admission to the Urban Affairs degree program and completion of at least 90 credit hours of course work (including the required courses in research methodology) within the Urban Affairs degree program.

The Urban Studies Internship is designed to assist students in understanding the praxis of Urban Studies. The Internship requires completion of 140 hours of fieldwork in the assigned internship site. Students are required to complete a minimum of 10 hours per week toward the 140-hour requirement. Internship sites will include government agencies and social service agencies/organizations. The professor of the internship course must approve the internship site.

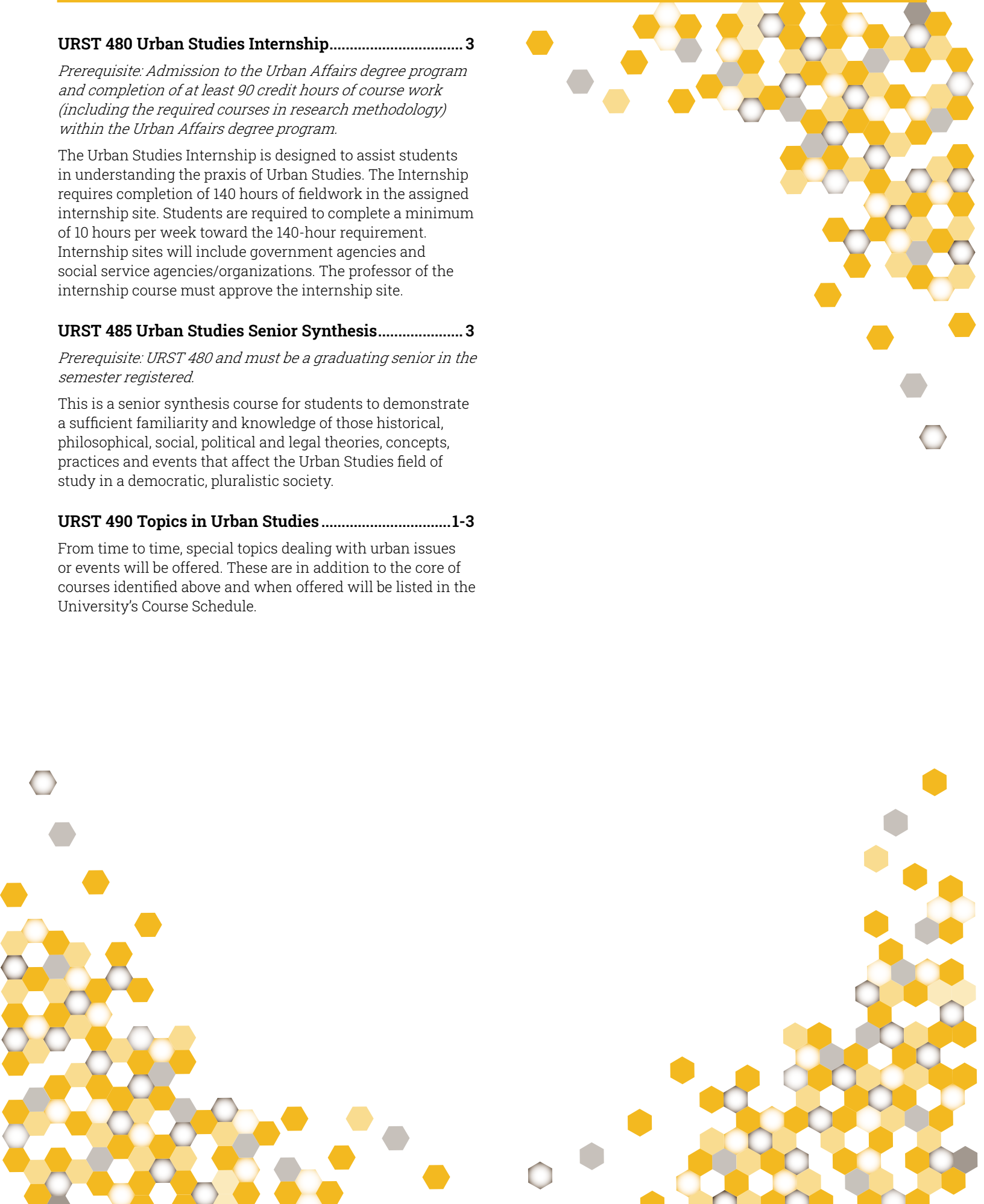
URST 485 Urban Studies Senior Synthesis..... 3

Prerequisite: URST 480 and must be a graduating senior in the semester registered.

This is a senior synthesis course for students to demonstrate a sufficient familiarity and knowledge of those historical, philosophical, social, political and legal theories, concepts, practices and events that affect the Urban Studies field of study in a democratic, pluralistic society.

URST 490 Topics in Urban Studies1-3

From time to time, special topics dealing with urban issues or events will be offered. These are in addition to the core of courses identified above and when offered will be listed in the University's Course Schedule.



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