

2024-2026

HSSU BULLETIN

FIRST EDITION

HARRIS-STOWE
STATE UNIVERSITY

POTENTIAL,
POSSIBILITY
AND
Power





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PURPOSE OF THE BULLETIN

The Harris-Stowe State University (HSSU) Bulletin is a two-year publication that governs the curricular requirements of all students entering the University. Students entering HSSU during the 2024-2026 academic years are governed by this document and its subsequent addendums and editions. Note that the Bulletin is created for informational purposes only and should not be construed as a contractual agreement between the University and the student.

Reference copies of the Bulletin are available at the AT&T Library and Technology Resource Center, as well as at various administrative offices. The Bulletin and all updates can also be found at www.hssu.edu/bulletin.

Every effort is made to provide the most accurate information at the time of publication. However, courses, policies, regulations, and other provisions within this Bulletin may change. When changes occur, HSSU will issue either an addendum to, or a new edition of, the Bulletin. Students should check www.hssu.edu/bulletin for the most current updates.

WHICH BULLETIN VERSION SHOULD YOU USE?

At Harris-Stowe State University, the Bulletin dated with the year during which a student is admitted, or last readmitted, to a degree program, will be the governing statement regarding that student's program of study. That document shall remain as such for that student if the student retains an unbroken series of semester enrollments in a declared major field, from the point of last admittance. If a student changes a major field of study, the student must adopt the requirements of the new program as listed in the Bulletin dated with the year of the change.

Changes to 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.

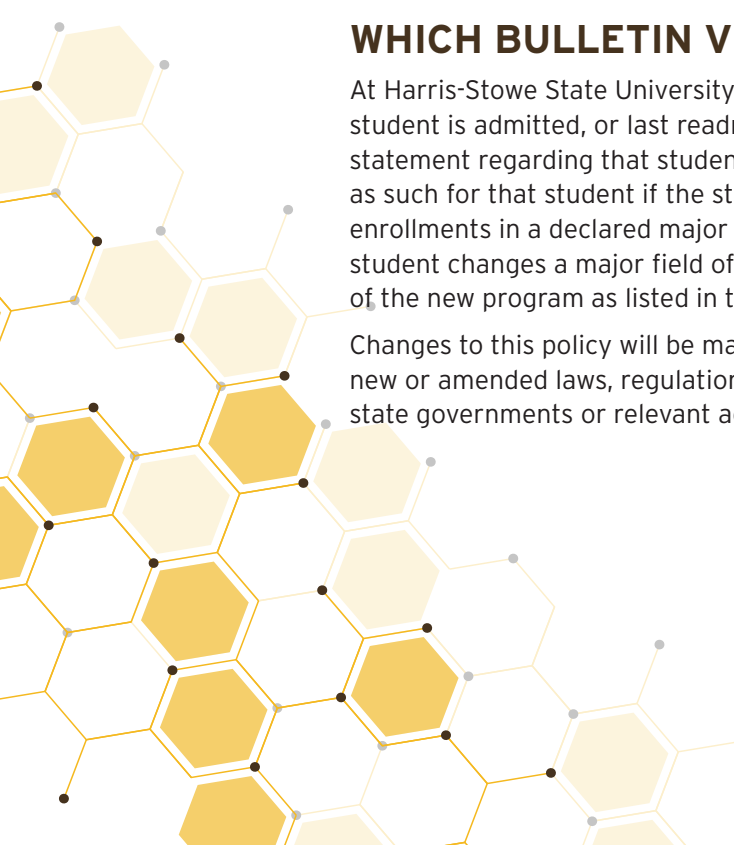


TABLE OF CONTENTS

PURPOSE OF THE BULLETIN.....	4
CAMPUS MAP	8
UNIVERSITY CALENDAR	10
GENERAL INFORMATION	14
ADMISSIONS POLICIES AND REGULATIONS	21
ACADEMIC SUCCESS.....	27
Office of Academic Success.....	27
Declaration or Change of Major/Specialization	27
CLEP/AP/IB Policy	27
Registration Policies and Procedures	30
Transcripts	31
Enrollment Status	31
Inter-Institutional Exchange Opportunities	31
TUITION, FEES, & EXPENSES	33
FINANCIAL ASSISTANCE	36
ACADEMIC AFFAIRS.....	44
Grading Policy	44
University Grading System.....	45
Academic Honesty Policy	47
Class Attendance/Absence Policy	50
Academic Honors	51
Graduation Requirements.....	54
Commencement Convocation	54
ALUMNI ASSOCIATION.....	55
RETENTION AND STUDENT SUCCESS	56
Academic Resource Center (ARC).....	57
Americans with Disabilities Act (ADA Academic Accommodations)	59
Career Engagement and Experiential Learning	61
TRIO Programs	63
STUDENT LIFE.....	64
Division of Student Affairs	64
Counseling and Prevention Services	65
Health Services	65
Residential Life	66
Student Engagement	68
Community Service Learning.....	70
HSSU Athletics.....	71

TABLE OF CONTENTS

CAMPUS SAFETY AND POLICIES	72
ACADEMIC PROGRAMS & DEGREES.....	77
General Education Requirements.....	82
Anheuser-Busch School of Business	88
Accounting B.S.	94
Business Administration B.S.	95
Business Administration B.S. with Emphasis.....	96
Finance B.S.	99
Health Care Management B.S.	100
Information Science and Computer Technology B.S.	101
Information Science and Computer Technology B.S. – Computer Studies Emphasis	104
Information Science And Computer Technology B.S. – Management Information Systems Emphasis	105
Marketing B.S.	107
Entrepreneurship Certificate.....	107
College of Education.....	108
Early Childhood Education B.S.	112
Elementary Education B.S.	113
Middle School Education: Mathematics B.S.	115
Middle School Education: Natural Science B.S.	116
Middle School Education: Social Science B.S.	117
Secondary Education: Biology B.S.	119
Secondary Education: English B.S.....	121
Secondary Education: Mathematics B.S.	122
Secondary Education: Social Science B.S.....	123
Educational Studies B.S.	125
College of Social Sciences, Arts, & Humanities	126
Communication Studies B.A.	129
Communication Studies B.A. – Theater Emphasis	129
Criminal Justice B.S.....	131
Criminal Justice B.S. – Juvenile Justice Option	132
Criminal Justice B.S. – Policing Option	133
Criminal Justice Minor	133
General Studies B.A.	134
History B.A.	141
History B.A. – African American Concentration	142
History B.A. – Women’s Studies Concentration	143
Political Science B.S.	144
Political Science B.S. – International Relations Concentration	146
Political Science B.S. – Pre-Law Concentration	146

Political Science B.S. – Public Policy Administration Concentration	147
Political Science B.S. – Urban Politics Concentration	147
Psychology B.A.	148
Psychology Minor	148
Sociology B.S. – Law/Justice/society Concentration.....	150
Sociology B.S. – Social Justice Concentration.....	151
Sociology B.S. – Urban sociology Concentration	152
Urban Affairs B.S. – Public Administration Concentration.....	153
Urban Affairs B.S. – Urban Studies Concentration.....	154
College of STEM	156
Biology B.S.	160
Biology B.S. – Pre-Medicine Concentration	164
Collaborative Professional Programs and Certificates.....	165
Biology B.S. – Pre-Pharmacy Concentration Leads to Dual Doctor of Pharmacy Degree	166
Biology B.S. – Nursing Concentration Leads to DUAL Bachelor's from HSSU and GSON	171
Biology B.S. – Occupational Therapy Concentration Leads to Occupational Therapy M.S. from WASH U.....	173
Biology B.S. – Veterinary Medicine Accelerated track	174
Mathematics B.S.	178
Sustainability and Urban Ecology B.S.	180
Geosciences and Geospatial Intelligence (GEOINT) Certificates.....	184
Urban Agriculture Certificate.....	186
Honors College	188
GPA requirements.....	188
COURSE DESCRIPTIONS	190
ADMINISTRATIVE OFFICES	269

CAMPUS MAP





UNIVERSITY CALENDAR

2024

START DATE	EVENT/TERM	END DATE
05/13/2024	Summer 12-Week	08/02/2024
SUMMER SESSION I		06/21/2024
05/27/2024	Memorial Day	
06/19/2024	Juneteenth	
	Summer Session I Finals	06/24/2024
06/24/2024	SUMMER SESSION II	08/02/2024
07/04/2024	Independence Day	
07/21/2024	Fall Registration Ends	
07/22/2024	Late Fall Registration Period	07/29/2024
07/31/2024	Summer (12-week) Finals	08/02/2024
	Summer Session II Finals	08/02/2024
08/12/2024	Fall Faculty-Staff Institute	08/16/2024
08/14/2024	Freshman Move In	
08/17/2024	Fall Session I Weekend	10/05/2024
FALL SEMESTER		12/07/2024
	Returning Student Move In	
08/19/2024	Fall Session I Weekday	10/11/2024
	Welcome Back Week	08/23/2024
08/27/2024	Convocation/Rites of Passage (4:00 PM)	
09/02/2024	Labor Day	
09/06/2024	Fall Session I Weekend Midterms	09/07/2024
09/09/2024	Fall Session I Weekday Midterms	09/13/2024
09/10/2024	Passing the Torch Ceremony (4:00 PM)	
10/04/2024	Parent & Family Weekend	10/06/2024
	Fall Session I Weekend Finals	10/05/2024
10/05/2024	Fall Semester Midterms	10/11/2024
10/07/2024	Fall Session I Weekday Finals	10/11/2024
10/12/2024	Fall Session II Weekend	12/07/2024
10/13/2024	Homecoming	10/19/2024
10/14/2024	Fall Session II Weekday	12/07/2024
	Spring Registration Begins	12/01/2024
11/07/2024	Fall Session II Weekend Midterms	11/08/2024
11/08/2024	Last Day to Drop/Withdraw Fall Semester	
11/10/2024	Fall Session II Weekday Midterms	11/15/2024
11/27/2024	FALL BREAK	11/29/2024
12/01/2024	Spring Registration Ends	
12/02/2024	Late Spring Registration Period	01/11/2025
	Fall Semester Finals	12/06/2024
	Move Out (24 Hours after last exam)	
12/02/2024	Fall Session II Weekday Finals	12/06/2024
12/06/2024	Fall Session II Weekend Finals	12/07/2024
12/07/2024	SUMMER/FALL COMMENCEMENT CONVOCATION	

2025

START DATE	EVENT/TERM	END DATE
01/01/2025	New Year's Day	
01/06/2025	Spring Faculty-Staff Institute	
01/11/2025	Spring Session I Weekend	03/01/2025
SPRING SEMESTER		05/09/2025
01/13/2025	Spring Session I Weekday	03/07/2025
01/15/2025	Residence Hall Move-In	
01/20/2025	Dr. Martin L. King, Jr.	
01/31/2025	Spring Session I Weekend Midterms	02/01/2025
02/03/2025	Spring Session I Weekday Midterms	02/07/2025
02/17/2025	Presidents' Day	
02/28/2025	Spring Session I Weekend Finals	03/01/2025
03/01/2025	Spring Semester Midterms	03/07/2025
03/03/2025	Spring Session I Weekday Finals	03/07/2025
03/07/2025	Residence Hall Closure	03/15/2025
03/09/2025	Spring Session II Weekend	05/09/2025
03/10/2025	SPRING BREAK	03/14/2025
03/17/2025	Summer/Fall Registration Begins	
	Spring Session II Weekday	05/09/2025
04/04/2025	Spring Session II Weekend Midterms	04/05/2025
04/07/2025	Spring Session II Weekday Midterms	04/11/2025
04/11/2025	Last Day to Drop/Withdraw Spring Semester	
04/18/2025	Official University Holiday (Good Friday)	
05/05/2025	Spring Semester Finals	05/09/2025
05/07/2025	Spring Session II Weekday Finals	05/09/2025
05/09/2025	Spring Session II Weekend Finals	05/10/2025
	Residential Move Out (24 Hours after last exam. Graduates excepted)	
05/10/2025	SPRING COMMENCEMENT CONVOCATION	
	Graduates Move Out	
05/19/2025	Summer 12-Week	08/08/2025
05/19/2025	SUMMER SESSION I	06/27/2025
05/26/2025	Memorial Day - Official University Holiday	
06/19/2025	Juneteenth - Official University Holiday	
06/25/2025	Summer Session I Finals	06/27/2025
06/30/2025	SUMMER SESSION II	08/08/2025
07/04/2025	Independence Day - Official University Holiday	
07/20/2025	Fall Registration Ends	
07/21/2025	Late Fall Registration Period	08/01/2025



Student Affairs/Athletics



Holidays

UNIVERSITY CALENDAR

2025

START DATE	EVENT/TERM	END DATE
08/06/2025	Summer (12 - week) Finals	08/08/2025
	Summer Session II Finals	08/15/2025
08/11/2025	Fall Faculty-Staff Institute	
08/13/2025	Freshman Move In	
08/15/2025	Fall Session I Weekend	10/04/2025
08/16/2025	Returning Student Move In	
08/18/2025	FALL SEMESTER	12/06/2025
	Fall Session I Weekday	10/10/2025
	Welcome Back Week	08/22/2025
08/22/2025	Convocation/Rites of Passage	
08/26/2025	Convocation/Torch Pass	
09/01/2025	Labor Day	
09/05/2025	Fall Session I Weekend Midterms	09/06/2025
09/06/2025	Fall Session I Weekday Midterms	09/13/2025
09/20/2025	Family Weekend	09/21/2025
10/03/2025	Fall Session I Weekend Finals	10/04/2025
10/04/2025	Fall Semester Midterms	10/11/2025
10/06/2025	Fall Session I Weekday Finals	10/10/2025
10/11/2025	Fall Session II Weekend	12/06/2025
10/12/2025	Homecoming	10/18/2025
10/13/2025	Fall Session II Weekday	12/06/2025
	Spring Registration Begins	12/05/2025
10/31/2025	Fall Session II Weekend Midterms	11/01/2025
11/05/2025	Fall Session II Weekday Midterms	11/07/2025
11/07/2025	Last Day To Drop/Withdraw Fall Semester	
11/26/2025	FALL BREAK	11/28/2025
12/01/2025	Fall Semester Finals	12/06/2025
	Freshman Move Out (24 Hours after last exam)	
12/03/2025	Fall Session II Weekday Finals	12/05/2025
12/05/2025	Fall Session II Weekend Finals	12/06/2025
	Residential Move Out (24 Hours after last exam. Graduates excepted)	
12/06/2025	FALL COMMENCEMENT CONVOCATION	
	Graduates Move Out	
	STUDENT WINTER BREAK (SEMESTER)	01/10/2026
12/06/2025	Spring Late Registration	01/10/2026



Student Affairs/Athletics



Holidays

2026

START DATE	EVENT/TERM	END DATE
01/01/2026	New Year's Day	
01/05/2026	Spring Faculty-Staff Institute	
01/10/2026	Spring Session I Weekend	02/28/2026
	Residential Move In	
01/10/2026	SPRING SEMESTER	05/09/2026
	Upper Classmen Move In	
01/12/2026	Spring Session I Weekday	03/06/2026
01/19/2026	Dr. Martin L. King, Jr.	
01/30/2026	Spring Session I Weekend Midterms	01/31/2026
02/04/2026	Spring Session I Weekday Midterms	02/06/2026
02/16/2026	Presidents' Day	
02/27/2026	Spring Session I Weekend Finals	02/28/2026
02/28/2026	Spring Semester Midterms	03/06/2026
03/02/2026	Spring Session I Weekday Finals	03/06/2026
03/06/2026	Residence Hall Closure	03/14/2026
03/07/2026	Spring Session II Weekend	05/09/2026
03/09/2026	SPRING BREAK	03/14/2026
03/16/2026	Summer/Fall Registration Begins	
	Spring Session II Weekday	5/8/2024
04/02/2026	Spring Session II Weekend Midterms	04/04/2026
04/03/2026	Official University Holiday - Good Friday	
04/06/2026	Spring Session II Weekday Midterms	04/10/2026
04/10/2026	Last Day To Drop/Withdraw Spring Semester	
05/04/2026	Spring Semester Finals	05/09/2026
05/04/2026	Spring Session II Weekday Finals	05/08/2026
05/08/2026	Spring Session II Weekend Finals	05/09/2026
	Residential Move Out (24 Hours after last exam. Graduates excepted)	
05/09/2026	SPRING COMMENCEMENT CONVOCATION	
	Graduates Move Out	
05/18/2026	Summer 12-Week	08/08/2026
	SUMMER SESSION I	06/26/2026
05/25/2026	Memorial Day	
06/19/2026	Juneteenth	
06/24/2024	Summer Session I Finals	06/26/2026
06/29/2026	SUMMER SESSION II	08/08/2026
07/04/2026	Official University Holiday- Independence Day	

GENERAL INFORMATION

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, 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 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 60 majors, concentrations, and certificates. The university offers collaborative baccalaureate partnerships with St. Louis

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



Community College, St. Charles Community College, the Goldfarb School of Nursing at Barnes-Jewish College in St. Louis, the National Geospatial-Intelligence Agency, and Saint Louis University. HSSU also has graduate degree partnerships with the Kansas City University, the Purina Scholars Program in conjunction with the University of Missouri College of Veterinary Medicine, the Program in Occupational Therapy at Washington University School of Medicine in St. Louis, and the University of Health Sciences and Pharmacy in St. Louis.

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 degrees to address the higher education needs of the metropolitan St. Louis region. Harris-Stowe State University is designated as an open-enrollment institution. HSSU 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 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 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 will provide to the Coordinating Board of Higher Education (CBHE) evidence of fulfilling its CBHE-approved mission every five years.

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.

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



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

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.

THE CAMPUS

Located in the business, education, and transportation hub of metropolitan St. Louis, HSSU is close to many of the city's major corporations, governmental agencies, and historic landmarks – just 15 minutes away from more than half of the population of metropolitan St. Louis.

The campus is easily reached via Interstate Highways 55 and 44, U.S. Highway 40/64, and public transportation including the Metro Link rail system.

The AT&T Library and Technology Resource Center

Remodeled Spring 2024, the 21st Century AT&T Library and Technology Resource Center serves as a one-stop-shop for student research needs. Housing the Academic Resource Center, Center for Teaching and Learning, Americans with Disabilities Act (ADA) office, Computer Lab, Commuter Lounge, Writing Center, Honors College, and much more, the Library is an excellent place for students to study, participate in collaborative learning, and relax. New study and meeting rooms, flex rooms, and conference rooms as well as lockers (located in the student lounge) are available.

The library collections include over 29,000 volumes of books in hard copy, over 7,000 eBooks, eMagazines and eJournals, audiobooks, databases, and research guides.

The AT&T Library is also a member of the MOBIUS Library Consortium, which provides a union catalog to access the

GENERAL INFORMATION

collections of 80 participating libraries across the state of Missouri as well as Iowa, Kansas, Oklahoma, and Texas with a total of over 30 million items accessible for check out. In addition, the library is also home to the University Archives. Wi-Fi service is free and available to the public.

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

Bosley Residence Hall 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.

Center of Innovation & Entrepreneurship

The Center of Innovation and Entrepreneurship (CIE) is committed to fostering creativity and facilitating the realization of groundbreaking ideas in both individuals and organizations. Our mission is to expand opportunities, cultivate highly skilled and knowledgeable individuals, advance research, and provide exceptional programs.

Through the cultivation of innovative thinking and a strong commitment to diversity, equity, and inclusion, our aim is to empower our students and community members to become drivers of positive change not only in the business world but also in broader society.



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

Center of Innovation & Entrepreneurship





The Emerson Performance Center



Dr. Henry Givens, Jr. Administration Building

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.

The Emerson Performance Center

The Emerson Performance Center (EPC) is home to HSSU's growing athletics program, housing training facilities, the basketball court, and an adjacent soccer field. The EPC 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) is named for Harris-Stowe State University's longest-serving regent, Rev. Dr. William G. Gillespie and is the university's first residence hall. Gillespie Residence Hall houses 228 students in four-bedroom suites, equipped with a common living and dining area, kitchenette, and two

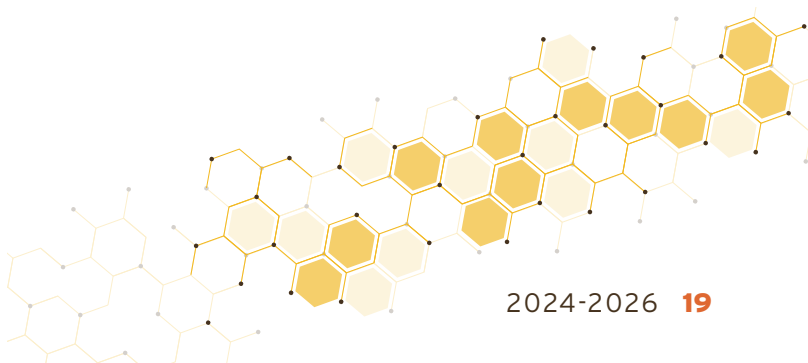
bathrooms. Additional amenities include a workout facility and a laundry room.

The GRH Student Center houses the Dean of Student Affairs, Office of Student Activities, counseling and health services, game room, computer lab, and C-Store, all of which are open to resident and non-resident students of HSSU.

The 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, the Office of Academic Success, the Office of the Registrar, and the Office of the President.

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.





Wolff Jazz Institute and Black Radio Hall of Fame at the Vashon Center

Wolff Jazz Institute and Black Radio Hall of Fame at the Vashon Center

Constructed in 1936, the Vashon Center was once one of the only public recreational facilities in St. Louis for African Americans.

Funded by a grant from the Public Works Administration and a local bond issue, the Vashon Community Center served the population living in the Mill Creek area of St. Louis City. Due to strict racial segregation, the Center was one of four black-only recreational centers in St. Louis at the time, making it one of the only public recreational facilities available to St. Louis area African-Americans. These community centers were designed to provide recreational and cultural opportunities for African-American youth and adults. After opening in 1937, the Center became a source of recreation, cultural events, and community gatherings. The original Center consisted of a gymnasium with a basketball court on the first floor, locker rooms for men and women in the basement and a "great room."

The building was designed by City architect Alfred Osburg who also designed the City's historic Soulard Market. The building's foundation is stone, the walls are brick, and the roof is vinyl/tar. The building is an excellent example of the Art Deco motifs applied to a functional architectural classification of a Modern Movement building.

The Vashon Center, listed on the National Historic Register, is 15,459 square feet. Renovations funding came from the state, donations from the National Park Service, and institutional dollars.

The Center is the new home of the Wolff Jazz Institute and National Black Radio Hall of Fame on the Upper Level. The lower level will house orientation and classroom spaces for the University and support spaces. In addition, the floor plan includes a new repository for historical documents that will house works from The Honorable William L. Clay Sr., the late Atty. Frankie Muse Freeman, and the late Dr. Henry Givens, Jr., President Emeritus of Harris-Stowe State University.

ADMISSIONS POLICIES AND REGULATIONS

GENERAL INFORMATION

CONTACT ADMISSIONS: (314) 340-3300 | admissions@hssu.edu | HGA 013 | www.hssu.edu/admissions

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

All prospective Harris-Stowe State University 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 HSSU for various reasons, including teacher certification.

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
- 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 State University 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 1st. If a scholarship offer is made after May 1st 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 1st for priority housing. The housing application fee for the spring deadline is December 1st. 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 1st for the fall term or Dec. 1st 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 four 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 Education

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

College of Social Sciences, Arts, & Humanities

- B.A. Communications Studies
- B.S. Criminal Justice
- B.S. Political Science
- B.A. General Studies
- B.S. Sociology
- B.S. Urban Affairs
- B.A. Psychology
- B.A. History

College of Science, Technology, Engineering, & Mathematics (STEM)

- B.S. Biology
- B.S. Mathematics
- B.S. Sustainability and Urban Ecology

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



ACADEMIC SUCCESS

OFFICE OF ACADEMIC SUCCESS

CONTACT US: (314) 340-3300 | AcademicSuccess@hssu.edu | HGA 013 | www.hssu.edu/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 013. 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 concentration 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, concentration areas, or declare a major by completing and submitting the form through MYHSSU (live.hssu.edu/ics).

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 accepts up to 42 college-level credit hours in the equivalency of College-Level Examination Program (CLEP), Advanced Placement (AP), or International Baccalaureate (IB) coursework satisfactorily completed by exam. Coursework credit through CLEP, AP, and IB is limited to coursework in the general education block.

ACADEMIC SUCCESS

CLEP

Students must submit a completed *Petition for Authorization for Completion of Coursework at Other Colleges/Universities* for approval by the dean of their area of academic study and the Office of Academic Affairs before taking the CLEP Exam. Credits will be counted as earned in the semester during which the CLEP was taken and successfully passed. Students must request that the official score report from the College Board be mailed directly to the Office of Admissions for evaluation.

Advanced Placement (AP) and International Baccalaureate (IB)

Harris-Stowe State University grants credit hours to first-time freshmen who, through their performance on AP or IB tests, demonstrate proficiency in certain college-

level courses such as biology, chemistry, English, foreign languages, history, math, political science, and physics.

Students must submit AP and/or IB scores for evaluation before admission.

IB examinations are administered in April/May of each year and are graded on a scale of 1-7. The IB organization will furnish test results directly to HSSU upon the student's request. Students should check with their HSSU admission's counselor to determine if their IB scores are eligible for credit.

AP examinations are administered in high schools during May of each year, are graded on a scale of 1-5 by national committees, and are furnished to HSSU upon the student's request. Following is a table of what AP Tests can be used toward course credit.

HSSU ADVANCED PLACEMENT COMPARABLES

HSSU DEPARTMENT	AP TEST NAME	SCORE	COURSE AWARDED	CREDIT HOURS
Art	Art/Studio - General	3	Art 150	3
	Art/Studio - History	3	Art 150	3
	Art/Studio - Drawing	3	Art 150	3
Biology	Biology	3	Bio 151 & 152	5
		4/5	Bio 153 & 154	5
Chemistry	Chemistry	3	Chem 151 & 152	5
		4/5	Chem 153 & 154	5
Computer Science	Computer Science A	3	CSC 160	3
	Computer Science Principles	3	CSC 160	
Economics	Microeconomics	3	Econ 203	3
	Macroeconomics	3	Econ 204	3
English	English Language & Composition	3	Eng 110I	3
	English Literature & Composition	3	Eng 203	3
Environmental Science	Environmental Science	3	Phys Science Elective	3

HSSU DEPARTMENT	AP TEST NAME	SCORE	COURSE AWARDED	CREDIT HOURS
Foreign Languages	French Language	3	Lang 100	3
		4/5	Lang 100	3
	French Literature	3	Lang 100	3
		4/5	Lang 100	3
	German Language	3	Lang 100	3
		4/5	Lang 100	3
	German Literature	3	Lang 100	3
		4/5	Lang 100	3
	Spanish Language	3	SPAN 160	3
		4/5	SPAN 160	3
	Spanish Literature	3	SPAN 160	3
		4/5	SPAN 160	3
Geography	Human Geography	3	GEOG 200	3
History	US History	3	HIST 143	3
		4/5	HIST 144	3
	World History	3	HIST 213	3
		4/5	HIST 214	3
	European History	3	HIST 213	3
		4/5	HIST 214	3
Math	Calculus (AB)	3	MATH 165 & 170	10
	Calc (BC), AB Sub Score	3	MATH 164 & 170	10
	Calculus (BC)	3	MATH 165, 170 & 241	15
Math	Statistics	3	MATH 250	3
Music Theory	Music Theory	3	MUS 206	3
Physics	Physics 1	3	PHY 251 & 252	5
	Physics 2	3	PHY 301 & 302	5
	Physics C:	3	PHY 301 & 302	5
	Electricity & Magnetism	4/5	PHY 304 & 305	5
	Physics C:	3	PHY 251 & 252	5
	Mechanics	4/5	PHY 253 & 254	5
Political Science	American Politics	3	POSC 200	3
	Comparative Politics	3	POSC 203	3
Psychology	Psychology	3	PSYC 100	3
Non-Department	AP Research	3	Transfer Elective	3
	AP Seminar	3	Transfer Elective	3

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 to select their courses before registering 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, 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.
- 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 as follows:
 - 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 013). For online registration go to MYHSSU (live.hssu.edu/ics). Login instructions may be found at 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 academic year.

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 re-enrolling and securing financial clearance.

Registration Holds

Generally, students who have "holds" on their University record are not eligible for registration. There are a number of reasons a student can have a hold on his or her record including academic requirements, financial reasons, personal information, and others.

Students with a financial probation “hold” may appeal this status, in writing, to the Bursar’s Office. Students with questions about a hold, should contact the Registrar’s Office.

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 at studentclearinghouse.org using credit/debit card. Transcripts are issued in their entirety; no partial transcript will be issued.

In some cases, an official transcript may not be issued to 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:



**SAINT LOUIS
UNIVERSITY.**

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.



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, & EXPENSES

CONTACT US:

Registrar's Office (314) 340-3600 | registrar@hssu.edu | HGA 007 | www.hssu.edu/registrar

Bursar's Office (314) 340-3343 | bursar@hssu.edu | HGA 018 | www.hssu.edu/bursar

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. Following the review, an application for residency must 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 Tuition and Fees on the Bursar's webpage. The basic fees at the University are:

- Credit-Hour Fee (Refundable during the tuition refund period)
Refer to the Bursar's webpage for exact refund periods.
- 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 & FEES

Both Missouri and Non-Missouri residents have assessed the same per-credit-hour fees during HSSU'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. HSSU 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, AT&T 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

Students are expected to consult the University 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.

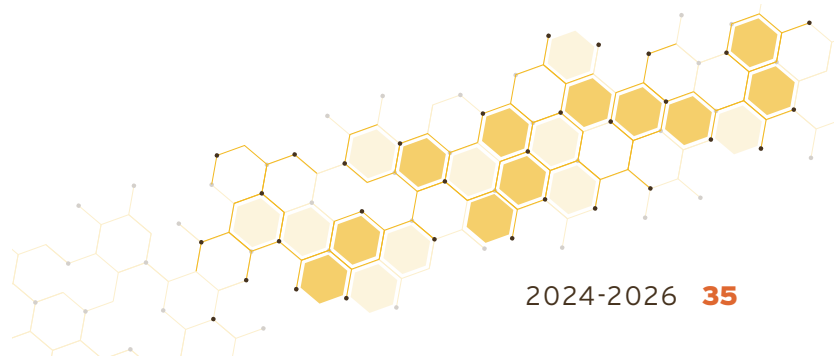
If the Office of the Registrar receives the Student-Originated Drop/Withdrawal:

- 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.
- Through the second week of classes, the tuition refund or adjustment will be 50 percent of all refundable tuition.
- 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 State University 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

OFFICE OF FINANCIAL ASSISTANCE

CONTACT US: (314) 340-3500 | FinancialAssistance@hssu.edu | HGA 013 | www.hssu.edu/financial

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 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.

The 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 Loan Program. There are also other state, local, and community-funded programs, which are a part of the University's financial assistance options. HSSU 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 studentaid.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 income documents that could include the Federal IRS Tax forms, Schedules, W-2s, and other financial documents that may be requested by the University. The Department of Education in partnership with the IRS will attempt to use the Direct Data Exchange to transfer tax information into the FAFSA. If the transfer is successful students would not need to submit 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 notification through their MYHSSU email account. Students can view their awards through their MYHSSU Financial Aid Portal.

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 HSSU as a degree-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' FAFSA forms is used in a formula that has been established by the U.S. Congress, to determine students' Student Aid Index (SAI). The SAI is used to determine student eligibility for the Federal Pell Grant. Additionally, the Cost of Attendance (COA) minus

the SAI 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 State University 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 a student does not meet any of the criteria listed above, they are a dependent student and would need to provide parent information.

Unusual Circumstances

Students who would otherwise be considered dependent but have circumstance that prevent them from obtaining parent information should contact the Office of Financial Assistance. Documentation may be requested to support the unusual circumstance.

Special Circumstances

Students having special circumstances, such as a change or loss of income, should contact the Office of Financial Assistance.

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 013.
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.

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 Student Aid Index (SAI), 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 Loan Program

There are two types of Federal Direct loans: subsidized and unsubsidized. A Direct Subsidized Loan is a need-based loan in which the federal government pays the interest while the student is in school or deferment. Under the Direct Unsubsidized 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 Direct Unsubsidized Loan has the same interest rate and repayment terms as the Direct Subsidized Loan 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 Direct 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](https://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 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.

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) 340-3500 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 Federal Direct 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 by repaying funds to the following sources in the following order:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct 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 prepares 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 HSSU, 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. <https://sites.wustl.edu/rotc/gateway-battalion-scholarship-benefits/>

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.rodriquez@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.

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: <https://www.goarmy.com/careers-and-jobs/find-your-path/army-officers/green-to-gold>

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.).

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 Student Aid Index (SAI) 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.
- 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 HSSU. 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 State University 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.

Note: Students who have completed their initial degree program are not eligible for institutional aid.

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.

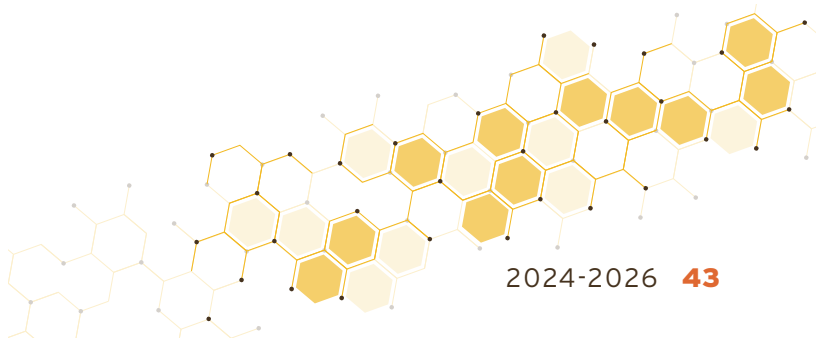
Time-Frame Suspension

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 F, AW, WN, I, or NC 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.



VETERANS ACCESS AT HSSU

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.

ACADEMIC AFFAIRS

CONTACT US: (314) 340-3610 | AcademicAffairs@hssu.edu | HGA 013 | www.hssu.edu/academic-affairs

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., with grade points assigned.

For each University-level course in which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F 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 HSSU'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.

UNIVERSITY GRADING SYSTEM

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.

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	73-80.99
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
AW		Administrative Withdrawal (see explanation below)
NA		Administrative Withdrawal Non-Attendance (see explanation below)
WN		Authorized Withdrawal (see explanation below)
I		Incomplete (see explanation below)
AU		Audit: No credit or grade. (Normal tuition fees are charged for credit hours audited.)
CR		University Credit (see explanation below)
NC		No Credit Earned (see explanation below)

Grade System Explanations

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.	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.
NA NA is NOT a grade. The student is administratively withdrawn, based upon the student's nonattendance to the course, by the attendance deadline.	I Required course work remains incomplete. 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: <ul style="list-style-type: none"> ● 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
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.	
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.	

Note: Courses numbered below 100 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-, or F) are considered in the GPA. Before Spring 2000, only repeated related grades of WL or WR are excluded from the grade point computation. Courses taken and repeated are automatically calculated and the application for grade forgiveness is not required. The course credit will be counted only once (based on the most recent repeat of the course), toward satisfaction of degree requirements. Application for grade forgiveness grades by WL or WR must be made to the Registrar.

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.

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 HSSU.

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, so they can agree on 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 is in the Academic Calendar available in the University Resources window of the [MYHSSU Home page](#).

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 each course. HSSU 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 policy 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. Students granted a leave of absence shall retain their admitted student status but do 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.

ACADEMIC AFFAIRS

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 Dean of the College of Social Sciences, Arts, and Humanities in Room 208 in 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 among students in business administration. The 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 that has a chapter of Delta Mu Delta or 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.

For further information, contact the Dean of the College of Social Sciences, Arts, and Humanities in Room 208 in the Dr. Henry Givens, Jr Administration Building.

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.

For further information, contact the Dean of the College of Social Sciences, Arts, and Humanities in Room 208 in the Dr. Henry Givens, Jr Administration Building.

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 a graduation application on the myHSSU student portal 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.

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.

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

CONTACT US: (314) 340-3370 | Alumni@hssu.edu |
HGA 115 | www.hssu.edu/alumni

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:

- To make known, celebrate, and perpetuate the institution's desirable customs, spirits, ideas, and philosophy.
- To promote in every way possible, the interest of the University and thereby the educational interest of the region Harris-Stowe serves.
- 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.



RETENTION AND STUDENT SUCCESS

INCLUSIVE EXCELLENCE AND CAMPUS CULTURE

CONTACT US:

First Year Experience (FYE) (314) 340-3512 | fye@hssu.edu | HGA 003 | www.hssu.edu/excellence

Second Year Experience (SYE) (314) 340-3359 | sye@hssu.edu | HGA 003 | www.hssu.edu/excellence

The Office of Inclusive Excellence & Campus Culture is a key department in the Academic Affairs Division. This office is responsible for providing leadership and vision for faculty and students as they bridge the in-class experience and the real-world opportunities. The Office of Inclusive Excellence & Campus Culture is also responsible for developing and evaluating services and curricula, and overseeing operations for the First-Year, Second-Year Experience and Global Education.

Hornet Bridge programming is one of the Office of Inclusive Excellence & Campus Culture's key programs. It assists 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 Bridge Academy 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; and complete 8 hours of required tutoring per week; attend local cultural experiences, and participate in community service

opportunities. Participants must commit to attending all 5 weeks.

All Hornet Bridge participants must also participate in a daily academic mentoring block and benefit from weekly community living and learning experiences, and team-building exercises.

OFFICE OF PERSISTENCE AND COMPLETION

CONTACT US: (314) 340-5082 | OPC@hssu.edu | HGA 013 | www.hssu.edu/opc

The Office of Persistence and Completion (OPC) is dedicated to empowering all Harris-Stowe State University students, with a special focus on "Stop Out" scholars, those facing Satisfactory Academic Progress (SAP) challenges, students on academic probation, and transfer students. Our mission is to provide comprehensive academic and resource support, ensuring every student has the opportunity to achieve their educational and career goals.

Focus Areas:

- **Career Pathway Identification:** We assist students in identifying and establishing a clearly defined pathway to their chosen career fields. Through personalized advising, we help students align their coursework with their career aspirations.
- **Academic Planning for Graduation:** Our dedicated advisors work closely with students to develop detailed academic plans, ensuring they stay on track for timely graduation. We provide continuous monitoring and adjustments to academic plans as needed, helping students meet all requirements and milestones efficiently.
- **Course Alignment:** Ensuring that students' coursework is in alignment with their career goals is a top priority. We guide them to ensure that every class taken contributes to their future success and career readiness.



- **Career Placement:** We collaborate with career services to offer students robust support in job search strategies, resume building, interview preparation, and networking opportunities. We aim to ensure students are well-prepared and connected for successful career placement upon graduation.
- **Barrier Alleviation:** We work tirelessly to alleviate any obstacles that may hinder students from completing their educational aspirations. Our team provides the necessary support and resources for academic, financial, or personal challenges.

Support Services:

- **Academic Advising:** Personalized advising to help students navigate their academic journey effectively.
- **Resource Connection:** Linking students with campus and community resources to address their needs.
- **Crisis Assistance:** Providing immediate support and developing safety plans for students in crisis.
- **Tutoring and Mentoring:** Access to tutoring services and mentorship programs to enhance learning and personal growth.
- **Financial Guidance:** Offering financial literacy workshops and emergency funds for unexpected hardships.

ACADEMIC RESOURCE CENTER (ARC)

CONTACT US: (314) 340-3650 | ARC@hssu.edu |
AT&T Library & Technology Resource Center |
www.hssu.edu/arc

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.

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

RETENTION AND STUDENT SUCCESS

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.

Basic Conversational Foreign Language (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 Tutoring Center

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.

Academic Resource Writing Center

The Academic Resource Writing Center, located in the AT&T Library & Technology Resource Center, is dedicated to providing comprehensive writing support across all subjects. Open to scholars of all disciplines and skill levels, the Writing Center (WC) is ready to assist individuals at any stage of their projects. Email us at WritingCenter@hssu.edu for more information.



ARC Test Accommodations Center

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. For more information on HiSET visit hiset.ets.org

AMERICANS WITH DISABILITIES ACT (ADA ACADEMIC ACCOMMODATIONS)

CONTACT US: (314) 340-3388 | ADA@hssu.edu | AT&T Library & Technology Resource Center | www.hssu.edu/ada

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 HGA 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. Pick up an application in the AT&T Library & Technology Resource Center or online at www.hssu.edu/ada.

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.)

RETENTION AND STUDENT SUCCESS

- 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, 504 plan, 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.

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.

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.

Policy and Procedures for Service and Emotional Support Animals

Harris-Stowe State University complies with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA) and Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and other applicable state and local laws. Section 504, the ADA, and the ADAAA requires HSSU to make reasonable modifications to its policies, practices, or procedures to permit the use of a service animal by a student, faculty, staff, or visitor with a disability. The ADA defines a Service Animal as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability."

For more information regarding policy and procedures for Service Animals and Emotional Support Animals information email: ADA@hssu.edu or call 314-340-3388.

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.

CAREER ENGAGEMENT AND EXPERIENTIAL LEARNING

CONTACT US: (314) 340-3512 | CareerEngagement@hssu.edu | HGA 119 | www.hssu.edu/career

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.

Office hours are 8 a.m.-5 p.m. Monday through Friday. Evening hours are available by appointment by contacting our office.



RETENTION AND STUDENT SUCCESS

Resources available in the Office of Career Engagement 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 can assist students with employment needs and professional 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.

HORNET BOUTIQUE



The **Office of Career Engagement and Experiential Learning** is excited to help you build your professional clothing closet! We offer free new and gently used apparel to help you stand out at career fairs, interviews, and professional events! Size and quantity are on a first-come, first-serve basis.

- Appointments are required to ensure we are adequately stocked based on your needs. We may be able to accommodate walk-ins based on staff availability.
- Our inventory includes business professional and casual attire for men and women, accessories, and toiletries.

Qualifications

Scholars must create and complete an online account on Handshake at app.joinhandshake.com/explore and upload an updated resume to be submitted to our office when scheduling an appointment.

Scholars can select up to five (5) items per semester to ensure sufficient inventory for all recipients. We also encourage you to complete our survey to leave feedback regarding a piece you may have been looking for but were unavailable.

TRIO PROGRAMS

CONTACT US: (314) 340-5068 | trio@hssu.edu |
HGA 008 | www.hssu.edu/trio

At Harris-Stowe State University, we are dedicated to empowering all students and fostering their success. TRIO Programs provide valuable resources and support to help students overcome barriers and achieve their academic and career goals. We offer three TRIO Programs that aim to empower students and help them achieve their educational goals:

TRIO Student Support Services

TRIO Student Support Services (SSS) is a comprehensive program designed to assist undergraduate students in their pursuit of academic success. SSS offers a range of services and resources to eligible students, including:

- **Academic Advising:** Individualized guidance and support from experienced advisors who help students navigate their academic journey.
- **Tutoring Services:** Access to free tutoring in various subjects to enhance students' understanding and performance in their coursework.
- **Personalized Support:** Assistance with time management, study skills, and other strategies to improve academic performance.
- **Financial Aid Guidance:** Help in understanding and accessing financial aid options and resources.
- **Career Development:** Workshops, internships, and networking opportunities to explore career paths and enhance employability.

Services

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 income is eligible (as determined annually by the federal government)
- An individual with a documented physical, mental, or learning disability that substantially limits one or more major life activities.

Student Responsibilities

Students selected to participate in Student Support Services must:

- Actively participate in all program activities and services.
- Attend academic advising sessions and collaborate with academic advisors to develop and follow an academic success plan (2 minimum per semester).
- Utilize tutoring and academic support services when needed.
- Attend career development workshops and actively engage in career planning (1 minimum per semester).
- Maintain open communication with Program staff and promptly inform them of any changes in contact information.
- Attend mandatory Program events, such as orientation and program meetings (2 minimum per semester).
- Notify the Program of any changes in enrollment status, including withdrawal or changes in academic program.

TRIO Educational Talent Search

TRIO Educational Talent Search (ETS) is a college access program that serves three school districts: Jennings, Riverview Gardens, and Normandy. ETS assists middle and high school students, stop-out students, and veterans in preparing for and pursuing post-secondary education. Key features of the program include:

- **College Exploration:** Workshops and campus visits to expose students to college options and help them make informed decisions about their future.
- **Academic Support:** Tutoring, study skills workshops, and mentoring to help students improve their academic performance.
- **College Application Assistance:** Guidance and support with the college application process, including essay writing and financial aid applications.
- **Career Exploration:** Exposure to various career paths through internships, job shadowing, and career fairs.

TRIO Upward Bound

TRIO Upward Bound (UB) is a college preparatory program specifically serving students from McCluer High School. The program aims to increase the college enrollment and completion rates of its participants. Highlights of the Upward Bound program include:

- **Academic Support:** Tutoring, study skills development, and academic workshops to strengthen students' academic skills and performance.
- **College Readiness:** Assistance with college admissions tests, college applications, and financial aid applications.
- **Cultural Enrichment:** Field trips, cultural activities, and workshops that expose students to diverse experiences and broaden their horizons.
- **Personal and Career Development:** Guidance and mentorship in personal growth, goal-setting, and career exploration.

TRIO Student Support Services (SSS) is a federally funded grant through the U.S. Department of Education.

STUDENT LIFE

DIVISION OF STUDENT AFFAIRS

CONTACT US: (314) 340-5095 | studentaffairs@hssu.edu | GRH 111 | www.hssu.edu/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. We stress 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.

We assist students in developing and achieving their utmost capability through personal effort on their behalf and by mobilizing on their behalf all the forces within the University that can serve this end.

- 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
- Dining Services.



COUNSELING AND PREVENTION SERVICES

CONTACT US: (314) 340-5089 | CounselingServices@hssu.edu | GRH 111A | www.hssu.edu/counseling

In keeping with the division of Student Affairs to develop the whole student, mind, body, and spirit, Counseling Services provides students individual, couples, and group counseling as well as personal or emotional problems impacting academic success and their usual ways of coping aren't working well. 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.

Through compassionate and diversity oriented professional services, we offer you the opportunity to learn how to resolve problems, practice new skills, and utilize insights and perspectives to enhance your mental wellness.

Counseling services are available to all currently registered HSSU students. Services are free and confidential.

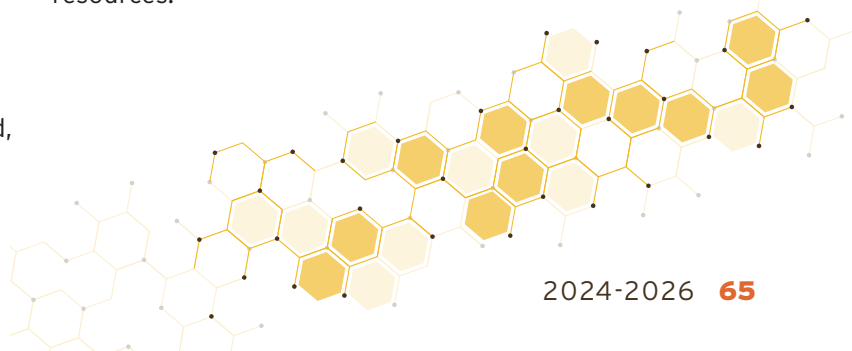
Our staff will assist you in scheduling an appointment through calendly, email, or in-person. Telehealth appointments are also available. Though in times of emergency (e.g., natural disasters, COVID) in-person services may not be available. If you have an urgent need, same day appointments are available in office Monday through Friday, from 9am-4pm. If you need assistance with counseling information, please call us.

HEALTH SERVICES

CONTACT US: (314) 340-5052 | HealthServices@hssu.edu | GRH 111C | www.hssu.edu/healthservices

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 4:30 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

CONTACT US: (314) 340-5300 | reslife@hssu.edu |
BRH 116 | www.hssu.edu/reslife

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 HSSU'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 (GRH)

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.

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





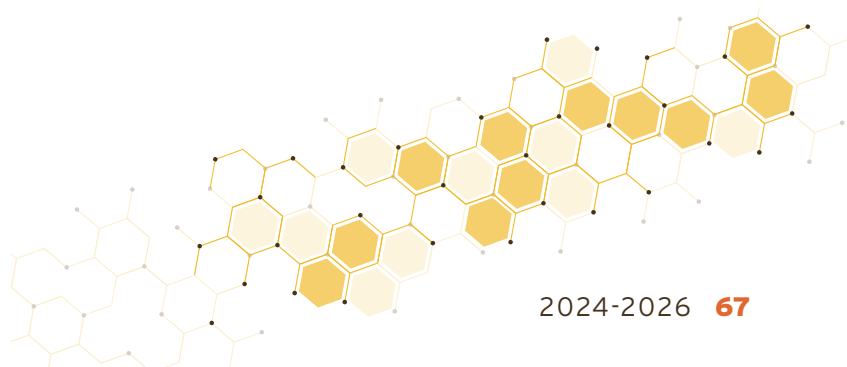
The Freeman R. Bosley, Jr. Residence Hall and Dining Facility (BRH)

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.

HSSU CARES Closet

HSSU Cares Closet at Harris-Stowe State University provides free food and personal hygiene products to students in need on a first-come, first-served basis. Located in Gillespie Hall, its purpose is to alleviate immediate financial and personal burdens that may hinder students' academic success and well-being. By offering these essential resources, Cares Closet helps students stay focused on their education, promoting retention and completion.

Donations and pickups can be arranged via email at cares@hssu.edu or by calling 314-340-5082.





STUDENT ENGAGEMENT

CONTACT US: (314) 340-5030 | studentengagement@hssu.edu | GRH 133 | www.hssu.edu/engagement

Student Engagement provides services, promotes programs, and maintains 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 serves 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.

Student Organizations and Affiliates

There are more than 35 student organizations on campus.

Academic Clubs and Honor Societies

- Alpha Chi
- Alpha Kappa Alpha, Omicron Theta Omega Chapter
- Alpha Phi Sigma
- American Advertising Federation
- American College of Health Care Executives (ACHE)
- American Marketing Association (AMA)
- Delta Mu Delta
- Kappa Delta Pi
- The Links Inc., Gateway IL Chapter
- Math Club
- Missouri Student Teacher Association (MSTA)
- Pi Gamma Mu
- Semper Fidelis Pre-law/Mock Trial 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.

Sororities represented are:

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

Guidelines for Student Organizations

Sponsorships of Speakers and Other Activities

Any chartered student organization may, after receiving approval from the Office of Student Engagement, 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's 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 assists organizations in planning special events. 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.

Event Services:

- 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 lighting

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.





HSSU ATHLETICS

CONTACT US: (314) 340-5721 | athletics@hssu.edu |
EPC 103 | www.hornetsathletics.com

Intercollegiate

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. HSSU 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 NAIA eligibility requirements, visit NAIA.org.

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 HSSU 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.

Intramural Athletics

HSSU 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

CONTACT CAMPUS SAFETY:

Dispatch Center (314) 340-3333 | publicsafety@hssu.edu | HGA 019-1 | www.hssu.edu/safety

EMERGENCIES: CALL 911

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 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. HSSU 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.

CAMPUS SAFETY AND POLICIES

Section 16 - Drunken or disorderly behavior on property owned or controlled by the University or at functions sponsored or supervised by HSSU 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 the AT&T 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.

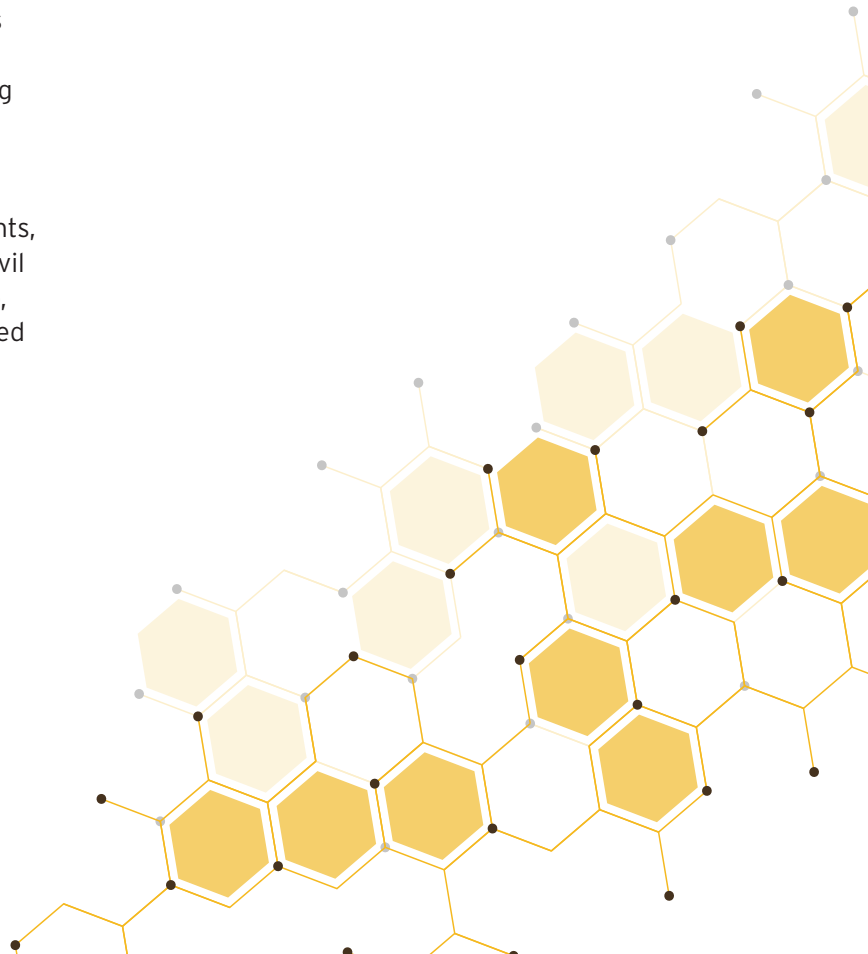
If the University's evaluation of a complaint of harassment results in a conclusion that an individual has engaged in unlawful discrimination or harassment in violation of this regulation, or that school personnel have failed to report harassment as required herein, that individual may appeal this determination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



ACADEMIC PROGRAMS & DEGREES



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 (B.S.) 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 program 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 the 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.
- 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 4.5 hours for eight weeks.

Students can choose classes that meet on 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 (HSSU) College of Education offers five Bachelor of Science (B.S.) degree programs. The curriculum of each certification program provides a robust, real-world relevance for candidates to master content knowledge, pedagogical skills, and the teacher dispositions necessary to effectively perform their chosen profession of certification. The Educator Preparation Program (EPP) consists of general education courses, pre-student teaching, clinical experiences, professional courses, supervised student teaching, and preparation to take the State of Missouri exit assessment to become certified to teach.

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 (inactive)

COLLEGE OF SOCIAL SCIENCES, ARTS, AND HUMANITIES

The College of Social Sciences, Arts, and Humanities offers Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree programs in communications, criminal justice; general studies, history (with options in African American Studies and women's studies), political science (with options in urban politics, public policy, pre-law, and international relations), sociology (with options in law, justice and society, social justice, and urban sociology), sustainability and urban affairs (with options in public administration, public policy, social sciences, urban education, and leadership). 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, and music, leading to bachelor's degrees in early childhood, elementary school, middle school, and secondary education.

COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

The College of Science, Technology, Engineering and Mathematics (STEM) offers Bachelor of Science (B.S.) degree programs in biology; biology with concentrations in nursing, occupational therapy, pre-medicine, and pre-pharmacy; mathematics with an emphasis in statistics, applied mathematics, and pure mathematics; and sustainability and urban ecology with concentrations in business/policy/STEM, computation and physical science, science (biology and chemistry), and urban agriculture. Students may also pursue certificates in, geospatial science, geospatial Intelligence, and 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 Science, Technology, Engineering and Mathematics (STEM) also provides course offerings in general education. In this regard, the College of STEM is the gateway to all degree programs at the University. Also, the College, in collaboration with the College of Education,

provides course offerings in STEM areas of content knowledge concentrations, including computer education/technology, mathematics, and natural sciences, leading to bachelor's degrees in early childhood, elementary school, middle school, and secondary education.

ACADEMIC PARTNERSHIP PROGRAM

Program Overview

Harris-Stowe State University has collaborated with multiple colleges and universities to offer a grouping of dual enrollment programs that provide HSSU students the ability to pursue an advanced degree while completing Bachelor program studies at HSSU. These dual-degree programs consist of opportunities with the following colleges and universities:

- Goldfarb School of Nursing - Bachelors of Science in Nursing; Masters of Science in Nursing
- Kansas City University - Masters in Biomedical Science
- Saint Louis University - Bachelor of Science in Mathematics; Bachelor of Science in Interdisciplinary Engineering; Bachelor of Science in Mechanical Engineering; and Bachelor of Science in Computer Engineering
- Southern Illinois University at Carbondale - General Masters Level Programs
- University of Health Sciences and School of Pharmacy in St. Louis - Doctor of Pharmacy (PharmD.)
- Washington University in St. Louis - Masters in Occupational Therapy

Dual Enrollment Requirements

Each dual-enrollment opportunity is limited to a small number of students, in most cases five students per year. To be considered for enrollment into one of the programs, students must have:

- Entered HSSU as a First-Time Freshman student
- Completed 30 credit hours with no grade lower than a C- at HSSU
- A cumulative GPA of 3.0 or better
- Submitted the HSSU Academic Partnership Program Application, which includes an one-page Letter of Interest to The Office of Academic Affairs no later than May 1.

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.

URBAN POLICING PROGRAM

The Urban Policing Program is a comprehensive academic and community program designed to train and prepare aspiring law enforcement officers for service. The program aims to recruit and develop a diverse cadre of highly skilled and ethical officers through the (1) St. Louis Metropolitan Police Department Cadet Program and (2) the Lincoln University Law Enforcement Training Academy on Harris-Stowe's campus. The Cadet Program is open to students ages 18 - 20 1/2. The Cadet Program initiative is supported by the St. Louis Police Association which provides tuition assistance program participants.

The law enforcement training academy is a partnership initiative with Lincoln University, and is open to both students and community members. Applicants are required to meet the qualifications through the Missouri Peace Officer Standards and Training (P.O.S.T.) Commission as well as requirements outlined by Lincoln University.

Successful completion of the training academy and P.O.S.T. exam certifies graduates as peace officers in Missouri. Graduates may also receive up to 27 credit hours towards degree completion.

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.

ACADEMIC PROGRAMS

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.

GENERAL EDUCATION REQUIREMENTS

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.



Institutional Requirements – 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;
- 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 REQUIREMENTS




In order to complete the bachelor's degree at Harris-Stowe State University, students must complete the general education requirements, major and/or minor requirements as specified by the degree, plus electives as needed to total a minimum of 120 semester hours. Some majors require students to take specific general education courses. Those courses have been marked with a color-coded icon based on the major. See the key below.


Students should 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.

Gen Ed courses required by specific majors are followed by a color coded icon and must be chosen by students in that major. Students in majors not specified are free to choose from any Gen Ed course listed.

-  Business Majors  Business Majors Exempted  Biology Majors  Education Majors
-  Education Majors (except Early Childhood Education majors)  Mathematics Majors
-  Political Science Majors  Sustainability and Urban Ecology (SUE) Majors

HUMANITIES AND FINE ARTS				
				CREDIT HOURS
ENG	203	Introduction to Literature 	Choose 1	3
SPAN	160 I	Introduction to Spanish Language & Culture 		3
SPAN	160 II	Essentials of Spanish Language & Culture		3
HIST	213	World History I		3
HIST	214	World History II 		3
ART	150	Introduction to Art	Choose 1	3
ART	200	Art History, Theory, and Criticism		3
MUS	206	Basic Music		3
MUS	223	African American Music		3
THR	100	Theater Appreciation		3
THR	130	Introduction to African American Theater		3
Total Humanities and Fine Arts Credit Hours Required				6

-  Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.








-  Credit hours can vary based on the course offered.

44 TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED

INSTITUTIONAL REQUIREMENTS









				CREDIT HOURS
GEN	200	General Education Synthesis		1
HSSU	100	Seminar in Higher Education	Choose 1	1
HSSU	300	Topics in Higher Education		1
LANG	100	Basic Conversational Foreign Language 		1
Total Institutional Credit Hours Required				3





LIFE AND PHYSICAL SCIENCES








				CREDIT HOURS
Choose one course from two (2) of the following clusters				
Life Science				
BIO	131	Introduction to Biology (Lecture)	Choose 1	3
BIO	141	Principles of Biology		3
BIO	151	Biology Survey  		3
Physical Science				
CHEM	151	Fundamentals of Chemistry	Choose 1	3
CHEM	255	General Chemistry I 		3
PHSC	151	Physical Science Survey		3
PHY	251	General Physics: Mechanics		3
GEOL	250 I	General Geology		3
MET	250	Introduction to Meteorology		3
PHYS	253	Physics I: Mechanics 		3
Choose a lab that corresponds with one of the courses chosen above				
BIO	132	Introduction to Biology Lab	Choose 1	2
BIO	152	Biology Survey Lab  		2
CHEM	152	Fundamentals of Chemistry Lab		2
CHEM	256	General Chemistry Lab 		2
PHSC	152	Physical Science Survey Lab		2
PHY	252	General Physics: Mechanics Lab		2
Total Life and Physical Sciences Credit Hours Required				8



GENERAL EDUCATION REQUIREMENTS (CONT'D)

Gen Ed courses required by specific majors are followed by a color coded icon and must be chosen by students in that major. Students in majors not specified are free to choose from any Gen Ed course listed.

-  Business Majors
  Business Majors Exempted
  Biology Majors
  Education Majors
 Education Majors (except Early Childhood Education majors)
  Mathematics Majors
 Political Science Majors
  Sustainability and Urban Ecology (SUE) Majors

Managing Information				
				CREDIT HOURS
CED	104	Introduction to Computing and Technology 	Choose 1	3
MIS	104	Information Systems & Technology 		3
MATH	255	Introductory Statistics Lab  		1
Total Managing Information Credit Hours Required				3

Mathematics				
				CREDIT HOURS
MATH	120	Structures of Mathematical Systems 	Choose 1	3
MATH	135	College Algebra   		3
RM	150	Introduction to Probability & Statistics 		3
MATH	170	Calculus and Analytic Geometry I  		3
Total Mathematics Credit Hours Required				3

Oral and Written Communication				
				CREDIT HOURS
ENG	110 I	English Composition I		3
ENG	110 II	English Composition II 		3
SPCH	109	Introductory Public Speaking	Choose 1	3
BSAD	109	Intro to Business Communication 		3
Total Oral and Written Communication Credit Hours Required				9










- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.



- Credit hours can vary based on the course offered.

44 TOTAL GENERAL EDUCATION CREDIT HOURS REQUIRED

Social and Behavioral Sciences

				CREDIT HOURS
HIST	143	U.S. History I	Choose 1	3
HIST	144	US. History II 		3
PSY	100	General Psychology	Choose 1	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
American Government and Missouri Constitution				
POSC	200	American Government Survey 		3
Total Social and Behavioral Sciences Credit Hours Required				9

Valuing

				CREDIT HOURS
PHIL	100	Introduction to Logical Thinking 	Choose 1	3
PHIL	101	Introduction to Philosophy		3
PHIL	102	Introduction to Ethics		3
BSAD	225	Business Ethics 		3
Total Valuing Credit Hours Required				3

ANHEUSER-BUSCH SCHOOL OF BUSINESS



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.

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:

Accounting B.S.

The Accounting program provides a well-balanced educational program that prepares 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.

Business Administration B.S.

The Business Administration (BA) degree program provides students with a solid and well-rounded education in business that prepares them to meet the challenges of

a dynamic workforce and prepares them for an advanced degree. The program has three emphases, including management, entrepreneurship, and marketing.

BA Entrepreneurship Emphasis

The Entrepreneurship emphasis provides an immersive experience for students aspiring to be business owners and influential leaders. This program prepares individuals through a curriculum that includes entrepreneurship and a wide range of academic disciplines such as management, marketing, information systems, economics, accounting, and finance. The curriculum also builds in opportunities to learn and practice the skill of pitching a business idea. As part of our global perspective, we also offer a transformative study abroad course that provides students with practical insights and experiences in entrepreneurship on a global scale, fostering a holistic understanding of business practices worldwide.

BA Management Emphasis

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

BA Marketing Emphasis

The Marketing program equips 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.

Finance B.S.

The degree in finance equips 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 degree prepares students for the 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. Students are also prepared to pursue higher levels of education.

Health Care Management B.S. and Health Care Management B.S. Online (with in-class options)

The Health Care Management program provides 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.

To assure that both online degree and on campus students have every option for success, all students are offered both online and in-class options. Note HSSU General Education courses required for the degree are not offered online.

Information Sciences and Computer Technology B.S.

The Information Sciences and Computer Technology (ISCT) degree program has four emphasis areas: computer studies, management information systems, cybersecurity, and data analytics. The program prepares 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 four emphasis areas: computer studies, management information systems, cybersecurity, and data analytics.

ISCT 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.

ISCT 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.

ISCT 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.

ISCT 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.

Marketing B.S.

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.

Entrepreneurship Certificate

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.

CENTER OF INNOVATION & ENTREPRENEURSHIP (CIE)

The Center of Innovation and Entrepreneurship (CIE) at the Anheuser-Busch School of Business is committed to fostering creativity and facilitating the realization of groundbreaking ideas in both individuals and organizations. Our mission is to expand opportunities, cultivate highly skilled and knowledgeable individuals, advance research, and provide exceptional programs.

Through the cultivation of innovative thinking and a strong commitment to diversity, equity, and inclusion, our aim is to empower our students and community members to become drivers of positive change not only in the business world but also in broader society.

Minority Entrepreneurship Collaborative Center for Advancement (MECCA)

MECCA is an entrepreneurship program within the CIE that offers students support, educational resources, and services with a specific focus on empowering the emerging generation of entrepreneurs and leaders from historically underserved black and brown communities.

ADMISSION REQUIREMENTS TO DEGREE PROGRAMS

Applicant must:

- Have completed at least 30 credit hours of the required 43 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 DEGREE PROGRAMS

- Prior to registration for courses, all business students must be advised by their faculty advisor 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.

INTERNSHIP

All degree candidates in the Anheuser-Busch School of Business are required to take a business internship. The objective of the course is to immerse students in an interactive experiential learning environment, where they will engage with industry professionals to enhance their skills in the following areas:

- Effective Communications
- Resume Writing
- Elevator pitch/Introduction statement

To provide and receive feedback from industry leaders for continuous improvement of the content of the internship course. 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.

- Mock Interviews
- Oral presentation

All students will provide a presentation of their internship experience.

Internship Goals

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 HSSU.
- 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.

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 480 (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.

BUSINESS MAJORS

All students seeking business degrees must complete HSSU General Education Requirements (see pages 84-87) and take the following required core business administration courses in addition to degree-specific courses.

Note: Courses marked with this symbol  have prerequisite or co-requisite/concurrent enrollment requirements. Refer to the Course Descriptions section on pages 190-268 to for specific requirements

CORE BUSINESS ADMINISTRATION COURSES				CREDIT HOURS
ACCT	201	Financial Accounting I 		3
ACCT	204	Managerial Accounting 		3
ACCT	204 L	Managerial Accounting Lab 		1
BSAD	200	Introduction to Business 		3
BSAD	203	Applied Calculus for Business Majors 		3
BSAD	220	Legal Environment of Business 		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
MGMT	350	Management and Organizational Behavior 		3
MIS	305	Business Applications Software and Networks		3
MRKT	320	Principles of Marketing 		3
Total Core Business Administration Courses				49

ACCOUNTING B.S.

ACCOUNTING REQUIRED COURSES					CREDIT HOURS
General Education Core Requirements (see pages 84-87)					44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements					
Business Administration Core Requirements (see page 93)					49
Accounting Courses					24
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
ACCT	409	Financial Statement Analysis			3
ACCT	410	Auditing			3
BSAD	495	General Business Internship			3
Accounting Electives					4
BSAD	390	Topics in Business Leadership	Choose 2		1-3
ACCT	326	Cost Accounting II			3
ACCT	390	Topics in Accounting Leadership			1-3

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

BUSINESS ADMINISTRATION B.S.

BUSINESS ADMINISTRATION REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements			
Business Administration Core Requirements (see page 93)			49
Business Administration Courses			12
BSAD	445	Small Business Budgeting and Cash Management	3
FIN	325	Fundamentals of Financial Planning and Insurance	3
FIN	420	Investment Finance	3
BSAD	495	General Business Internship	3
Business Administration Electives			16
BSAD	302	Entrepreneurship	3
BSAD	390	Topics in Business Leadership	1-3
MGMT	355	Small Business Management	3
MGMT	360	Human Resource Management	3
MGMT	365	Managing in a Technological Env	3
MGMT	390	Topics in Management Leadership	1-3
MRKT	350	Sales Force Management	3
MRKT	355	Internet Marketing	3
MRKT	360	Product and Price Management	3

Choose 6

BUSINESS ADMINISTRATION B.S. WITH EMPHASIS

BUSINESS ADMINISTRATION: ENTREPRENEURSHIP EMPHASIS REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements				
Business Administration Core Requirements (see page 93)				49
Business Administration: Entrepreneurship Emphasis Courses				21
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	Retail Marketing		3
BSAD	365	Global Entrepreneurship Ventures Externship		3
BSAD	495	General Business Internship		3
Business Administration Entrepreneurship Emphasis Electives				7
BSAD	390	Topics in Business Leadership	Choose 3	1-3
MGMT	365	Managing in a Technological Environment		3
MGMT	390	Topics in Management Leadership		1-3
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	390	Topics in Marketing Leadership		1-3
MRKT	420	Consumer Behavior		3
MRKT	431	International Marketing		3
FIN	430	Estate Planning and Trust		3
FIN	435	Retirement Planning and Employee Benefits		3
FIN	450	Real Estate Finance		3

• Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

BUSINESS ADMINISTRATION: MANAGEMENT EMPHASIS REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements			
Business Administration Core Requirements (see page 93)			49
Business Administration: Management Emphasis Courses			18
MGMT	355	Small Business Management	3
MGMT	360	Human Resource Management	3
MGMT	455	Professional Development of Managers	3
MGMT	472	Global Management	3
MGMT	475	Case Studies in Management	3
BSAD	495	General Business Internship	3
Business Administration Management Emphasis Electives			10
BSAD	302	Entrepreneurship	3
BSAD	365	Global Entrepreneurship Ventures Externship	3
BSAD	390	Topics in Business Leadership	1-3
BSAD	445	Small Business Budgeting and Cash Management	3
MGMT	365	Managing in a Technological Environment	3
MGMT	390	Topics in Management Leadership	1-3
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	390	Topics in Marketing Leadership	1-3
MRKT	420	Consumer Behavior	3
MRKT	431	International Marketing	3

Choose 4

● Credit hours can vary based on the course offered.

BUSINESS ADMINISTRATION B.S. WITH EMPHASIS (CONT'D)

BUSINESS ADMINISTRATION: MARKETING EMPHASIS REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements				
Business Administration Core Requirements (see page 93)				49
Business Administration: Marketing Emphasis Courses				18
MRKT	330	Essentials of Advertising		3
MRKT	370	Retail Management and Marketing		3
MRKT	420	Consumer Behavior		3
MRKT	431	International Marketing		3
MRKT	474	Marketing Research		3
BSAD	495	General Business Internship		3
Business Administration Management Emphasis Electives				10
MRKT	335	Fashion Merchandising	Choose 4	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	390	Topics in Marketing Leadership		1-3
MRKT	400	Marketing Management		3
MRKT	420	Consumer Behavior		3
MRKT	431	International Marketing		3

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

FINANCE B.S.

FINANCE REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements			
Business Administration Core Requirements (see page 93)			49
Finance Courses			15
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
BSAD	495	General Business Internship	3
Finance Electives			13
BSAD	390	Topics in Business Leadership	1-3
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

Choose 5

HEALTH CARE MANAGEMENT B.S.

HEALTH CARE MANAGEMENT REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements				
Business Administration Core Requirements (see page 93)				49
Health Care Management Courses				28
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
HCM	490	Information Technology for Health Care Executives		3
BSAD	495	General Business Internship		3
Health Care Management Electives				7
BSAD	390	Topics in Business Leadership	Choose 3	1-3
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 Resources Management		3
HCM	440	Healthcare Planning and Marketing		3
HCM	460	Long Term Care Administration		3
HCM	474	Applied Statistical Methods in Healthcare Research		3
HCM	478	Medical Tourism Management		3

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY B.S.

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY REQUIRED COURSES				
				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements				
Business Administration Core Requirements (see page 93)				49
Information Science and Computer Technology Courses				12
MIS	207	Applied Programming		3
MIS	342	Introduction to Operating Systems		3
MIS	442	Database Management		3
BSAD	495	General Business Internship		3
CHOOSE AN EMPHASIS				
Cybersecurity Emphasis				9
MIS	315	Introduction to Networks		3
MIS	458	Information Security Fundamentals		3
MIS	460	Cybersecurity Operations		3
Cybersecurity Emphasis Electives				7
BSAD	390	Topics in Business Leadership	Choose 3	1-3
MIS	311	Computer Graphics		3
MIS	371	HTML Program & Internet Webpage Design		3
MIS	390	Topics in MIS Leadership		1-3
MIS	449	Analytics and Decision Analysis		3
MIS	451	System Analysis & Design		3
MIS	452	Systems Analysis & Design II		3
MIS	458	Information Security Fundamentals		3
MIS	460	Cybersecurity Operations		3

Table continued on next page

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY B.S. (CONT'D)

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY REQUIRED COURSES				
				CREDIT HOURS
Computer Science Emphasis				9
MIS	300	Applied Programming II		3
MIS	353	Data Structures		3
MIS	361	Applied Programming III		3
Computer Science Emphasis Electives				7
BSAD	390	Topics in Business Leadership	Choose 3	1-3
MIS	311	Computer Graphics		3
MIS	315	Introduction to Networks		3
MIS	356	Data Warehousing and Visualization		3
MIS	362	Data Analytics		3
MIS	371	HTML Program & Internet Webpage Design		3
MIS	390	Topics in MIS Leadership		1-3
MIS	449	Analytics and Decision Analysis		3
MIS	451	System Analysis & Design		3
MIS	452	Systems Analysis & Design II		3
MIS	458	Information Security Fundamentals		3
MIS	460	Cybersecurity Operations		3
Table continued on next page				

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY REQUIRED COURSES

				CREDIT HOURS
<i>Data Analytics Emphasis</i>				9
MIS	356	Data Warehousing and Visualization		3
MIS	362	Data Analytics		3
MIS	449	Analytics and Decision Analysis		3
<i>Data Analytics Emphasis Electives</i>				7
BSAD	390	Topics in Business Leadership	Choose 3	1-3
MIS	300	Applied Programming II		3
MIS	311	Computer Graphics		3
MIS	315	Introduction to Networks		3
MIS	353	Data Structures		3
MIS	361	Applied Programming III		3
MIS	371	HTML Program & Internet Webpage Design		3
MIS	390	Topics in MIS Leadership		1-3
MIS	451	System Analysis & Design		3
MIS	452	Systems Analysis & Design II		3
MIS	458	Information Security Fundamentals		3
MIS	460	Cybersecurity Operations		3

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY B.S. – COMPUTER STUDIES EMPHASIS

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY: COMPUTER STUDIES EMPHASIS REQUIRED COURSES					CREDIT HOURS
General Education Core Requirements (see pages 84-87)					44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements					
Business Administration Core Requirements (see page 93)					49
Information Science and Computer Technology Courses					21
MIS	207	Applied Programming			3
MIS	342	Introduction to Operating Systems			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
BSAD	495	General Business Internship			3
Computer Science Studies Emphasis Electives					7
BSAD	390	Topics in Business Leadership			1-3
MIS	300	Applied Programming II			3
MIS	315	Introduction to Networks			3
MIS	353	Data Structures			3
MIS	356	Data Warehousing and Visualization			3
MIS	361	Applied Programming III			3
MIS	362	Data Analytics			3
MIS	390	Topics in MIS Leadership			1-3
MIS	449	Analytics and Decision Analysis			3
MIS	452	Systems Analysis & Design II			3
MIS	458	Information Security Fundamentals			3
MIS	460	Cybersecurity Operations			3

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY B.S. – MANAGEMENT INFORMATION SYSTEMS EMPHASIS

INFORMATION SCIENCE AND COMPUTER TECHNOLOGY: MANAGEMENT INFORMATION SYSTEMS EMPHASIS REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements			
Business Administration Core Requirements (see page 93)			49
Information Science and Computer Technology Courses			21
MIS	207	Applied Programming	3
MIS	342	Introduction to Operating Systems	3
MIS	442	Database Management	3
MIS	442	Database Management	3
MIS	451	System Analysis and Design I	3
BSAD	495	General Business Internship	3
Management Information Systems Emphasis Electives			7
BSAD	390	Topics in Business Leadership	1-3
MIS	311	Computer Graphics	3
MIS	315	Introduction to Networks	3
MIS	353	Data Structures	3
MIS	356	Data Warehousing and Visualization	3
MIS	362	Data Analytics	3
MIS	371	HTML Program & Internet Webpage Design	3
MIS	390	Topics in MIS Leadership	1-3
MIS	449	Analytics and Decision Analysis	3
MIS	452	Systems Analysis & Design II	3
MIS	458	Information Security Fundamentals	3
MIS	460	Cybersecurity Operations	3

Choose 3



- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/ concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required.
Note: prerequisite and co-requisite/ concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

MARKETING B.S.

MARKETING REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Gen Ed courses required for Business students are noted in the Gen Ed Requirements			
Business Administration Core Requirements (see page 93)			49
Marketing Courses			18
MRKT	325	Marketing and Distribution Channels	3
MRKT	370	Retail Marketing and e-Commerce	3
MRKT	400	Marketing Management	3
MRKT	474	Marketing Research	3
MRKT	475	Marketing Strategies	3
BSAD	495	General Business Internship	3
Marketing Electives			10
MRKT	330	Essentials of Advertising	3
MRKT	335	Fashion Merchandising & Marketing	3
MRKT	340	Integrated Marketing Communication and Promotion Strategy	3
MRKT	350	Salesforce Management	3
MRKT	355	Internet and Digital Marketing	3
MRKT	360	Product & Price Marketing	3
MRKT	370	Retail Management	3
MRKT	390	Topics in Marketing Leadership	1-3
MRKT	420	Consumer Behavior	3
MRKT	430	Advertising and PR Campaigns	3
MRKT	431	International Marketing	3

Choose 4

ENTREPRENEURSHIP CERTIFICATE

ENTREPRENEURSHIP COURSES

			CREDIT HOURS
BSAD	302	Entrepreneurship	3
BSAD	365	Global Entrepreneurship Ventures Externship	3
BSAD	445	Small Business Management	3
MGMT	355	Small Business Budgeting & Cash Management	3
MGMT	360	Human Resources Management	3
MRKT	370	Retail Marketing	3

COLLEGE OF EDUCATION



Harris-Stowe State University's College of Education currently offers five Bachelor of Science degree programs. The curriculum of each certification program provides a robust, real-world relevance for candidates to master content knowledge, pedagogical skills, and the teacher dispositions necessary to effectively perform their chosen profession of certification. The Educator Preparation Program (EPP) consists of general education courses, pre-student teaching, clinical experiences, professional courses, supervised student teaching, and preparation to take the State of Missouri exit assessment to become certified to teach.

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 (DESE) and the Missouri State Board of Education.

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 a tool used in improving teaching effectiveness, enhancing instruction, and managing students and assessments while motivating students to engage in technology to enhance their performance.

Commitment to Quality Assurance

The EPP commits to a culture of assessment to ensure that candidates meet national, state accreditation 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

The College offers the following Bachelor of Science (B.S.) Degrees in Education:

Early Childhood Education B.S.

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.

Elementary Education B.S.

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.

Middle School Education B.S.

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.

Secondary Education B.S.

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

- Biology
- English
- Mathematics
- Social Science

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 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, HSSU's education degree programs fully comply with the requirements of Missouri. Students must complete all assessments and courses required by the university and Missouri Standards for the Preparation of Educators, including the Missouri Educator Evaluation System (MEES).

Admission Requirements

(Effective Fall 2024) Application for admission to College of Education should be completed and submitted for approval by the College of Education faculty.

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)
- 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)

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

(Effective Fall 2024) The following criteria are applied in determining an applicant's eligibility for admission to student teaching. The applicant must:

- Apply for student teaching to the College of Education's Director of Clinical Experiences, Assessment, and Certification.
- Complete all requirements for admission to one of the university's education degree programs.
- Attempt or pass the Missouri exit exam for desired certification area.
- Complete all professional education courses (except courses in which presently enrolled).
- Complete all courses in subject matter areas (except courses in which presently enrolled).
- Possess a Professional Level GPA (Early Childhood or Elementary) or Content Area GPA (Middle and Secondary) of 3.0 or higher. Requirements for Missouri Teacher Certification

Requirements for Degree Conferral

(Effective Fall 2024)

- Complete required courses for desired degree program.
- Minimum Credit Hours: 120, depending on the degree program.
- Possess a Professional Level GPA (Early Childhood or Elementary) or Content Area GPA (Middle and Secondary) of 3.0 or higher.
- Attempt or pass the Missouri exit exam for desired certification area.

Applicants Already Possessing a Baccalaureate and Seeking Certification

(Effective Fall 2024) Applicants who already have a baccalaureate degree that are seeking certification must:

- Submit transcript for review;
- Apply for admission to the university and the College of Education;
- Possess a cumulative Grade Point Average of 2.75;
- Follow the approved course cycle or selected path to certification approved by the state.

Missouri Teacher Certification

Department of Elementary and Secondary Education (DESE) certification information - dese.mo.gov/educator-quality/certification

Routes to Certification in Missouri - dese.mo.gov/educator-quality/certification/routes-certification

State of Missouri Requirements for Provisional License to Teach

- Be within 15 credit hours of degree completion in desired certification area
- Obtain employment in your desired certification area in an accredited school district.
- Enrollment in courses in an accredited Educator Preparation Program (EPP) in Missouri.
- Possess a Professional Level GPA (Early Childhood or Elementary) and Content Area GPA (Middle and Secondary) of 3.0 or higher.
- Apply for provisional license with the Department of Elementary and Secondary Education (DESE).

State of Missouri Requirements for Initial License to Teach (Effective Fall 2024)

- Degree Conferral in the desired certification area
- Possess a Professional Level GPA (Early Childhood or Elementary) and Content Area GPA (Middle and Secondary) of 3.0 or higher
- Verified passing score by University Supervisor on Missouri Educator Evaluation System (MEES) Assessment
- Passing Score on Missouri Exit Exam for desired Degree/Certification

Educational Studies B.S.

The Educational Studies Program engages students in investigating educational theory, policy, research, and practice from various 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 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 Educational Studies Degree

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 College of Education.

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

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

The Admission Process Educational Studies Degree

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 Educational Studies Degree

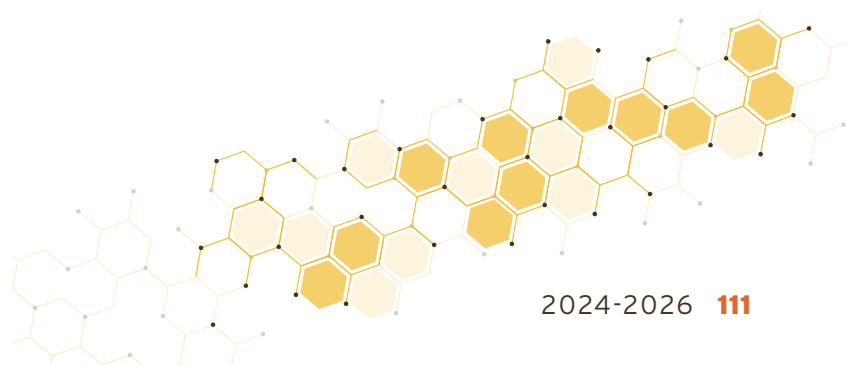
- Minimum Credit Hours: 120, depending on the degree program
- Minimum Cumulative Grade Point Average (CGPA): 2.5 on a 4.0 scale
- Complete the last 30 semester credits hours of course work at Harris-Stowe State University.

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.

COLLEGE OF EDUCATION DEGREE PROGRAM REQUIREMENTS

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.

Note: A 3.0 professional level GPA is required for degree conferral and certification.



EARLY CHILDHOOD EDUCATION B.S.

EARLY CHILDHOOD EDUCATION REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements				
Early Childhood Education Core Requirements				80
EDUC	201	Foundations of Education		3
EDUC	210	Introduction to Field Experience (18 field hours)		2
EDUC	223	Computers and Instructional Technology		3
EDUC	304	Language Development in the Exceptional Child	Choose 1	3
EDUC	309	Emergent Literacy and Language Acquisition		3
EDUC	305	Utilizing Family and Community Resources		3
EDUC	307	Music, Art, Movement, Drama, and Play (15 field hours)		3
EDUC	308	Health, Nutrition and Safety		3
EDUC	311	Early Childhood Principles and Professionalism		3
EDUC	312	Infants and Toddlers: Curriculum Teaching and Learning (30 clock hours)		3
EDUC	313	Developmental Learning Pre-K to Grade 3 (30 field hours)		3
EDUC	314	Communication and Guidance Strategies in ECE		3
EDUC	318	Human Relations and Cultural Diversity and Teaching and Learning		3
EDUC	321	Teaching Reading and Writing		2
EDUC	323	Developmental Reading Problems in Young Children		3
EDUC	339	Teaching Children's Literature		2
EDUC	342	Methods of Teaching Language Arts		2
EDUC	402 III	Supervised Student Teaching III		12
EDUC	413	Assessment of Young Children		3
EDUC	414	Promoting Math and Science Readiness in ECE (15 field hours)		3
EDUC	415	Science and Social Studies in ECE (15 field hours)		2
EDUC	416	Family Involvement/Parents as Teachers		3
PSY	305	Educational Psychology		3
PSY	308	Human Growth and Development		3
PSY	312	Psychology/Education of the Exceptional Child		3

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

ELEMENTARY EDUCATION B.S.

ELEMENTARY EDUCATION REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements			
Elementary Education Core Requirements			73
EDUC	201	Foundations of Education	2
EDUC	210	Introduction to Field Experience (18 field hours)	2
EDUC	223	Computers and Instructional Technology	3
EDUC	318	Human Relations and Cultural Diversity and Teaching and Learning	3
EDUC	321	Teaching Reading and Writing.	2
EDUC	326	Reading Correction and Remediation	2
EDUC	339	Teaching Children's Literature	2
EDUC	342	Methods of Teaching Language Arts	2
EDUC	347 A	Elementary Content Area 2 Reading	2
EDUC	349	Methods of Teaching Elementary and Middle School Science	2
EDUC	368 I	Interdisciplinary Pre-Student Teaching Practicum (60 field hours)	2
EDUC	368 II	Literacy Area Pre-Student Teaching (60 field hours)	2
EDUC	380	Art Methods	3
EDUC	377	Music Methods	3
EDUC	378	Social Studies Methods	2
EDUC	380	Physical Education Methods	3
EDUC	401A	Elementary Classroom Organization and Management (20 field hours)	3
EDUC	402III	Supervised Student Teaching III	12
EDUC	407	Classroom Assessment of Student Learners	3
EDUC	410	Methods for Teaching Mathematics	3
EDUC	411	Methods of Teaching Remedial Math	3
PED	266	Health and Wellness	3
PSY	305	Educational Psychology	3
PSY	308	Human Growth and Development	3
PSY	312	Psychology/Education of the Exceptional Child	3

MIDDLE AND SECONDARY EDUCATION MAJORS

All students seeking a degree in Middle School Education must complete HSSU General Education Requirements (see pages 84-87) and take the following required core Middle School Education courses in addition to degree-specific courses.

Note: Courses marked with this symbol ● have prerequisite or co-requisite/concurrent enrollment requirements. Refer to the Course Descriptions section on pages 190-268 for specific requirements.

MIDDLE & SECONDARY SCHOOL EDUCATION REQUIRED CORE COURSES			
			CREDIT HOURS
EDUC	223	Computers and Instructional Technology	3
EDUC	230	Middle/Junior and Senior High School Philosophy, Organization and Curriculum	4
EDUC	318	Human Relations and Cultural Diversity in Teaching and Learning ●	3
EDUC	345	Teaching Reading and Writing in Middle School	3
EDUC	347 B	Middle and Secondary Content Area Reading (20 clock hours)	3
EDUC	401 B	Middle and Secondary Classroom Organization and Management (30 clock hours)	3
EDUC	402III	Supervised Student Teaching	12
EDUC	407	Classroom Assessment of Student Learning	3
PED	266	Health and Wellness	3
PSY	305	Educational Psychology	3
PSY	308	Human Growth and Development	3
PSY	312	Psychology/Education of the Exceptional Child	3
Total Middle School Education Core Requirements			46



MIDDLE SCHOOL EDUCATION: MATHEMATICS B.S.

MIDDLE SCHOOL EDUCATION: MATHEMATICS REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements			
Middle School Education Core Requirements (see page 114)			46
Middle School Education: Mathematics Content Knowledge Requirements			21
MATH	140	Trigonometry [•]	3
MATH	150	Introduction to Statistics	3
MATH	160	Concepts of Geometry [•]	3
MATH	165	Pre-Calculus	3
MATH	170	Calculus and Analytical Geometry I [•]	5
MATH	255	Introductory Statistics Lab [•]	1
MATH	370	Introduction to the History of Mathematics [•]	3
Middle School Education: Mathematics Content Knowledge Electives			7
MATH	201	Discrete Mathematics I [•]	3
MATH	241	Calculus and Analytic Geometry II [•]	5
MATH	242	Calculus and Analytic Geometry III [•]	5
MATH	250	Data Analysis and Statistics [•]	3
MATH	310	Elementary Theory of Numbers [•]	3
MATH	320	Modern Algebra I [•]	3
MATH	327	Real Analysis I [•]	3
Middle School Education: Mathematics Professional Requirements			4
EDUC	351	Methods of Teaching Middle and Secondary Mathematics: Applications (60 field hours) [•]	2
EDUC	359 I	Methods of Teaching Middle and Secondary Mathematics: Content [•]	2

- [•] Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- [•] Credit hours can vary based on the course offered.

MIDDLE SCHOOL EDUCATION: NATURAL SCIENCE B.S.

MIDDLE SCHOOL EDUCATION: NATURAL SCIENCE REQUIRED COURSES				
				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements				
Middle School Education Core Requirements (see page 114)				46
Middle School Education: Natural Science Content Knowledge Requirements				28
BIO	151	Biology Survey (Lecture)		3
BIO	152	Biology Survey (Laboratory)		2
BIO	153	Biology Survey II (Lecture)		3
BIO	154	Biology Survey II (Laboratory)		2
BIO	240	Science and Technology		3
CHEM	255	General Chemistry (Lecture)		3
CHEM	256	General Chemistry (Laboratory)		2
PHSC	151	Physical Science Survey (Lecture)		3
PHSC	152	Physical Science Survey (Laboratory)		2
PHY	251	General Physics: Mechanics (Lecture)		3
PHY	252	General Physics: Mechanics (Laboratory)		2
Middle School Education: Natural Science Content Knowledge Elective				3
GEOL	250 I	General Geology	Choose 1	3
MET	250	Meteorology		3
Middle School Education: Mathematics Professional Requirements				4
EDUC	349	Methods of Teaching Elementary and Middle School Science: Content		2
EDUC	355	Methods of Teaching Secondary Biology: Applications (60 field hours)		2

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE B.S.

MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE REQUIRED COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements				
Middle School Education Core Requirements (see page 114)				46
Middle School Education: Social Science Content Knowledge Requirements				15
ECON	203	Microeconomics	Select course not chosen for Gen Ed Requirement	3
ECON	204	Macroeconomics		3
HIST	143	U.S. History I	Select course not chosen for Gen Ed Requirement	3
HIST	144	U.S. History II		3
HIST	213	World History I		3
HIST	214	World History II		3
POSC	201 I	United States Constitution	Choose 1	3
POSC	201 II	Missouri Constitution		3
Middle School Education: Social Science U.S. History Elective				3
HIST	300	History of the American City	Choose 1	3
HIST	301	A Multi-Cultural History of the U.S.		3
HIST	302	History of Women’s Movements in American Society		3
HIST	306	African American History		3
HIST	307	U.S. Sociocultural History		3
HIST	318	Recent American Foreign Relations		3
HIST	381	U.S. Economic History		3
HIST	382	A History of Social Movements in the U.S.		3

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MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE B.S. (CONT'D)

MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE REQUIRED COURSES				
				CREDIT HOURS
Middle School Education: Social Science World History Elective				3
HIST	400	Ancient History	Choose 1	3
HIST	401	Classical History		3
HIST	402	Modern World History		3
HIST	403	History of Europe		3
HIST	404	History of the Islamic World		3
HIST	405	History of Africa		3
HIST	406	History of China and the Far East		3
HIST	407	The History of Latin America		3
HIST	408	The French Revolution		3
HIST	410	Medieval and Renaissance Europe		3
HIST	411	The Age of Enlightenment and Revolutionary Europe		3
HIST	412	The Age of European Empires		3
HIST	413	Twentieth Century Europe		3
Middle School Education: Social Science Behavioral Science Elective				3
PSY	Any 100-400 course based on availability. Can not be duplicated as a Gen Ed requirement.		Choose 1	3
SOC	Any 100-400 course based on availability. Can not be duplicated as a Gen Ed requirement.			3
Middle School Education: Social Science Professional Requirements				4
EDUC	352	Methods of Teaching Middle and Secondary Social Science: Content		2
EDUC	353	Methods of Teaching Middle and Secondary Social Science: Applications (60 field hours)		2

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

SECONDARY EDUCATION: BIOLOGY B.S.

SECONDARY EDUCATION: BIOLOGY REQUIRED COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements				
Secondary Education Core Requirements (see page 114)				46
Secondary Education: Biology Content Knowledge Requirements				23
BIO	153	Biology Survey II (Lecture)		3
BIO	154	Biology Survey II (Laboratory)		2
BIO	200	Botany	Choose 1	3
BIO	337	Horticulture		3
BIO	202	Principles of Cell Biology	Choose 1	3
BIO	206	Cell and Molecular Biology (Lab)		3
BIO	209	Vertebrate Zoology	Choose 1	3
BIO	210	Invertebrate Zoology		3
BIO	240	Science and Technology		3
BIO	305	Evolution		3
BIO	414	Genetics		3
Additional Secondary Education: Biology Coursework				12
BIO	313	Environmental Science		3
CHEM	255	General Chemistry I (Lecture)		3
GEOL	250 I	General Geology		3
PHY	251	General Physics: Mechanics (Lecture)	Choose 1	3
PHY	253	Physics I: Mechanics (Lecture)		3

Table continued on next page

SECONDARY EDUCATION: BIOLOGY B.S. (CONT'D)

Secondary Education: Biology Required Courses				
				Credit Hours
Secondary Education: Biology Elective				3
BIO	201	Plants and People	Choose 1	3
BIO	203	Nutrition		3
BIO	204	Introduction to Sustainability		3
BIO	205	Current Trends in Urban Agriculture		3
BIO	217	Principles of Horticulture		3
BIO	224	Ornithology		3
BIO	230	Local Flora		3
BIO	301	Human Parasitology		3
BIO	303	Ecology		3
BIO	310 I	Human Anatomy and Physiology		3
BIO	312	Introduction to Microbiology		3
BIO	316	Urban Ecosystems (Lecture)		3
Secondary Education: Biology Professional Requirements				4
EDUC	354	Methods of Teaching Elementary and Middle School Science: Content		2
EDUC	355	Methods of Teaching Secondary Biology: Applications (60 field hours)		2



SECONDARY EDUCATION: ENGLISH B.S.

SECONDARY EDUCATION: ENGLISH REQUIRED COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements			
Secondary Education Core Requirements (see page 114)			46
Secondary Education: English Content Knowledge Requirements			27
ENG	330	Advanced Composition	3
ENG	336	Modern Grammar	3
ENG	337	History of the English Language	3
ENG	340	Writing Internship	3
EDUC	340	Methods of Teaching Writing and Composition in Middle and High School	3
ENG	318	Literature for Adolescents	3
ENG	320 I	American Literature I	3
ENG	320 II	American Literature II	3
ENG	323	Themes and Topics in American Literature	3
ENG	325	Multicultural Survey Literature of the United States	3
ENG	350	Contemporary American Literature	3
ENG	311	Themes and Topics in British Literature	3
ENG	326 I	Major British Authors I	3
ENG	326 II	Major British Authors II	3
ENG	351	World Literature	3
ENG	317	Mythology	
ENG	341	Great Plays	3
ENG	332	Professional and Technical Writing	3
ENG	344	Introduction to Literary Criticism	3
Secondary Education: Biology Professional Requirements			4
EDUC	356	Methods of Teaching Middle and Secondary English: Content	2
EDUC	357	Methods of Teaching Secondary English: Applications (60 field hours)	2

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

SECONDARY EDUCATION: MATHEMATICS B.S.

SECONDARY EDUCATION: MATHEMATICS REQUIRED COURSES			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements			
Secondary Education Core Requirements (see page 114)			46
Secondary Education: Mathematics Content Knowledge Requirements			36
MATH	140	Trigonometry [•]	3
MATH	160	Concepts of Geometry [•]	3
MATH	170	Calculus and Analytic Geometry I [•]	5
MATH	241	Calculus and Analytic Geometry II [•]	5
MATH	242	Calculus and Analytic Geometry III [•]	5
MATH	250	Data Analysis and Statistics [•]	3
MATH	270	Introduction to Programming	3
MATH	320	Modern Algebra I [•]	3
MATH	321	Modern Algebra II [•]	3
MATH	356	Linear Algebra I [•]	3
Secondary Education: Mathematics Professional Requirements			4
EDUC	351	Methods of Teaching Secondary Math: Content [•]	2
EDUC	357	Methods of Teaching Secondary Math: Applications (60 field hours) [•]	2

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

SECONDARY EDUCATION: SOCIAL SCIENCE B.S.

SECONDARY EDUCATION: SOCIAL SCIENCE REQUIRED COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				47
Gen Ed courses required for Education majors are noted in the Gen Ed Requirements				
Secondary Education Core Requirements (see page 114)				46
Secondary Education: Social Science Content Knowledge Requirements				21
HIST	144	U.S. History II	Choose 3	3
HIST	300	History of the American City		3
HIST	301	Multicultural History of the United States		3
HIST	302	History of Women's Movements in American Society		3
HIST	213	World History I	Choose 3	3
HIST	214	World History II		3
HIST	400	Ancient History		3
HIST	401	Classical History		3
HIST	402	Modern World History		3
HIST	403	History of Europe		3
HIST	404	History of the Islamic World		3
HIST	405	History of Africa		3
HIST	406	History of China and the Far East		3
HIST	407	History of Latin America		3
HIST	408	The French Revolution		3
HIST	410	Medieval and Renaissance Europe		3
HIST	411	The Age of Enlightenment and Revolutionary Europe		3
HIST	412	The Age of European Empires		3
HIST	413	Twentieth Century Europe		3

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SECONDARY EDUCATION: SOCIAL SCIENCE B.S. (CONT'D)

SECONDARY EDUCATION: SOCIAL SCIENCE REQUIRED COURSES				
				CREDIT HOURS
Secondary Education: Social Science Political Science Elective				3
POSC	103	Introduction to Political Science	Choose 1	3
POSC	323	The American Presidency		3
POSC	391	Urban Politics and Public Safety		3
POSC	402	Political Theory		3
Secondary Education: Social Science Behavioral Science Elective				6
PSY	Any 100-400 course based on availability. Can not be duplicated as a Gen Ed requirement.			3
SOC	Any 100-400 course based on availability. Can not be duplicated as a Gen Ed requirement.			3
Secondary Education: Mathematics Professional Requirements				4
EDUC	352	Methods of Teaching Middle and Secondary Social Science: Content		2
EDUC	353 I	Methods of Teaching Middle and Secondary Social Science: Applications (60 field hours)		2

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

EDUCATIONAL STUDIES B.S.

EDUCATIONAL STUDIES REQUIRED COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Gen Ed courses required for Education students are noted in the Gen Ed Requirements table				
Educational Studies Program Requirements				9
PED	266	Health and Wellness		3
RM	300	Research Methods		3
RM	432	Grant Writing and Administration		3
Educational Studies Core Requirements				52
EDUC	201	Foundations of Education		3
EDUC	212	Introduction to Multicultural Education		3
EDUC	214	Principles of Economics		3
EDUC	222	Exploring the Inner City		3
EDUC	223	Computers and Instructional Technology		3
EDUC	301	Counseling for the Exceptional Child and Family		3
EDUC	305	Utilizing Family and Community Resources		3
EDUC	318	Cultural Diversity and Methods of Teaching English Language Learners		3
EDUC	491	Topics in Education		1
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
Educational Studies Electives				15
EDUC	Any 200-400 course based on availability and not previously counted		Choose 3	3
PSY	Any 200-400 course based on availability and not previously counted			3

COLLEGE OF SOCIAL SCIENCES, ARTS, & HUMANITIES



OVERVIEW

The College of Social Sciences, Arts and Humanities strives to inspire and transforms the lives of our students and empower them to be contributors in the world they will inhabit by creating and sharing knowledge in our ever-changing world.

The College of Social Sciences, Arts and Humanities is a richly diverse community of faculty and students dedicated to the discovery, dissemination, and application of knowledge about the natural and human worlds as well as the places where they intersect. The college is committed to enriching the academic experiences of undergraduate students, and to excelling in faculty research, scholarship, and creative activity.

DEGREE PROGRAMS

The College of Social Sciences, Arts & Humanities offers degrees in Criminal Justice, General Studies, Political Science, Sociology, Psychology, Communications, 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.A. in Communication Studies

The degree in Communication Studies is directly related to the recognition that technology, mass media, and new media are synonymous. The Communication Studies major explores human communication in a variety of contexts, including: interpersonal, public speaking, and cross-cultural settings, and examines the social influence of language and media. Students will investigate a variety of communication practices with learning experiences in the history, criticism, application, performance, and theory in the communication field. There is also an option for a Communications degree with a concentration in Theater.

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.

Urban Policing Program

The Urban Policing Program is designed to provide academic and law enforcement career pathways for students. It aims to achieve collaborative partnerships with public safety and first responder agencies, implement hands-on training to prepare students as practitioners in a global society. This is achieved by:

- **Cadet Program:** This partnership with the St. Louis Metropolitan Police Department provides students ages 18 - 20 1/2 with job training, mentoring, exposure to department units/divisions, and prepares students to enter the police academy. Students receive tuition assistance from the St. Louis Police Foundations at the end of each semester.
- **Missouri Peace Officer Standards and Training (P.O.S.T.) police academy:** Qualifying students may register for the part-time, evening academy. Upon successful completion, students take the state policing exam to become certified peace officers in Missouri.
- **College Transfer Credits:** Students who successfully complete the P.O.S.T. police academy may received up to 27 credit hours towards their degree programs. Students must have a declared criminal justice, or related field, major or minor.
- **Continuing Education:** Qualifying students may register for P.O.S.T. continuing education courses in leaderships, de-escalation, report writing, mental health and wellness, cultural competency, and ethics. The courses are approved by the Missouri P.O.S.T. Commission.

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 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

The sociological perspective is crucial for working in today's multiethnic and multinational business environment. The goal of sociology program is to help students understand the origins, organization, and

development of human society, including how people's social, economic, political, and religious activities change with social mobility. Students will explore social factors such as race, ethnicity, gender, age, education, and social class that affect work and how organizations operate. There are three program areas of emphasis that students can choose from: Law, Justice, and Society; Urban Sociology; or Social Justice

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 HSSU or another accredited institution and transferred to Harris-Stowe State University.

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.

COMMUNICATION STUDIES MAJORS

COMMUNICATION STUDIES REQUIRED CORE COURSES			
			CREDIT HOURS
CMS	300	Interpersonal Communication	3
CMS	301	Intercultural Communication ●	3
SPCH	302	Small Group Communication ●	3
CMS	303	Communication Theory ●	3
CMS	304	Organizational Communication ●	3
CMS	306	Nonverbal Communication ●	3
CMS	400	Rhetorical Theory and Criticism ●	3
CMS	401	Communication Ethics ●	2
CMS	402	Mass Media and Society ●	3
CMS	404	African American Rhetoric ●	3
CMS	405	African American Communication ●	3
CMS	406	Social Media ●	3
CMS	407	Strategic Communication ●	3
CMS	408	Gender and Communication ●	3
CMS	409	Health Communication	3
CMS	410	International Communication ●	3
CMS	490	Communication Internship ●	3
SPCH	200	Advance Public Speaking ●	3
Total Communication Studies Core Requirements <i>(grade "C" or higher required in all courses)</i>			54

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

COMMUNICATION STUDIES B.A.

COMMUNICATION STUDIES REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Communication Studies Core Requirements (see page 128)				54
Communication Studies Electives				24
AFST	100	Introduction to Africana Studies	Choose 8	
AFST	310	Communcation of Hip Hop		
CMS	210	Black Cinema		3
CMS	411	Afrofuturism		3
ENG	203	Introduction to Literature		3
ENG	330	Advance Composition		3
ENG	336	Modern English Grammar		3
ENG	332	Professional and Technical Writing		3
SPCH	210	Argumentation		3
SPCH	301	Oral Interpretation		3
SPCH	310	Business and Professional Speaking		
SPCH	400	Persuasion		

COMMUNICATION STUDIES B.A. – THEATER EMPHASIS

COMMUNICATION STUDIES: THEATER EMPHASIS REQUIRED COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Communication Studies Core Requirements (see page 128)				54
Communication Studies: Theater Emphasis Electives				24
THR	125	Acting I	Choose 8	
THR	130	Introduction to African American Theatre		
THR	200	Acting II		3
THR	201	Theatre Practicum		3
THR	300	Acting III		3
THR	310	Directing		3
THR	320	Stagecraft		3
THR	330	Children's Theatre		3
THR	332	Playwriting		3
THR	402	Storytelling		3

CRIMINAL JUSTICE MAJORS

CRIMINAL JUSTICE CORE COURSES			
			CREDIT HOURS
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
Total Criminal Justice Core Requirements			36

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

CRIMINAL JUSTICE B.S.

CRIMINAL JUSTICE REQUIRED COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Criminal Justice Core Requirements (see page 130)				36
Criminal Justice Electives				24
CRJ	115	Criminal Evidence	Choose 8	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
Free Electives				18
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement				

CRIMINAL JUSTICE B.S. – JUVENILE JUSTICE OPTION

B.S. Criminal Justice: JUVENILE JUSTICE OPTION Required Courses				
				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Criminal Justice Core Requirements (see page 130)				36
Criminal Justice Juvenile Justice Option Courses				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
Criminal Justice Electives				12
CRJ	115	Criminal Evidence	Choose 4	3
CRJ	420	Introduction to Forensic Science		3
CRJ	340	Criminal Justice Administration		3
CRJ	354	White Collar Crime		3
CRJ	361	Terrorism and Homeland Security		3
CRJ	390	Topics in Criminal Justice		1-3
CRJ	425	Community Corrections		3
CRJ	435	Victimology		3
Free Electives				18
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement				

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

CRIMINAL JUSTICE B.S. – POLICING OPTION

B.S. Criminal Justice: POLICING OPTION Required Courses

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Criminal Justice Core Requirements (see page 130)			36
Criminal Justice Policing Option Courses			12
CRJ	260	Police Supervision and Personnel	3
CRJ	265	Criminal Investigation	3
CRJ	353	Crime Prevention	3
CRJ	440	Police Community Relations	3
Criminal Justice Electives			12
CRJ	115	Criminal Evidence	3
CRJ	420	Introduction to Forensic Science	3
CRJ	340	Criminal Justice Administration	3
CRJ	354	White Collar Crime	3
CRJ	361	Terrorism and Homeland Security	3
CRJ	390	Topics in Criminal Justice	1-3
CRJ	425	Community Corrections	3
CRJ	435	Victimology	3
Free Electives			18
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement			

CRIMINAL JUSTICE MINOR

Criminal Justice Minor Required Courses

			CREDIT HOURS
Criminal Justice Courses (for non-Criminal Justice majors)			15
CRJ	110	The Criminal Law	3
CRJ	475	Ethics in Criminal Justice	3
SOC	350	Criminology	3
Any two (2) Criminal Justice Electives (see table on page 123)			6
Total Criminal Justice Minor Degree Requirements			15

GENERAL STUDIES B.A.

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

- Program Requirements - 59 credit semester hours distributed among common core requirements, required elective, and program-specific options specified in the last sections.
- Professional Level Courses - 62 credit semester hours - students design a 62 credit-hour curriculum plan of study using model proposal curricula plans that have been developed and approved by faculty in the relevant disciplines.
- Each course shall be drawn from the junior- or senior-level course offerings. Each area of study must have at least 15 credit hours of study from the appropriate professional- level course offerings.

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. Students are required to complete 15 hours in their area of focus:

- Business
- 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 44 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 HSSU or another accredited institution and transferred to Harris-Stowe State University.
- In addition to meeting all the above requirements, students majoring in General Studies must have their program of study plans approved by the faculty advisor and the department chair and/or dean of the College Social Sciences Arts, and Humanities.

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

GENERAL STUDIES COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Program Requirements				59
Complete the required curriculum in one approved discipline from the following areas:				
Business Area of Focus				
Accounting				15
ACCT	201	Financial Accounting I	Choose 5	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	Choose 5	3
BSAD	200	Introduction to Business		3
BSAD	220	Legal Environment of Business		3
BSAD	302	Entrepreneurship		3
ECON	203	Microeconomics		3
MRKT	320	Principals of Marketing		3
Information Science and Computer Technology				15
MIS	206	Business Programming Language Lecture with Lab	Choose 5	3
MIS	207	Object-Oriented Programming Lecture with Lab		3
MIS	208	System Programming Language II		3
MIS	311	Computer Graphics		3
MIS	315	Introduction to Networks		3
MIS	340	Management Information Systems		3
Management				15
BSAD	200	Introduction to Business Administration	Choose 5	3
BSAD	480	Business Policy and Strategy		3
MGMT	350	Management and Organizational Behavior		3
MGMT	360	Human Resources Management		3
MGMT	450	Organizational Behavior and Development		3
MGMT	455	Professional Development of Managers		3

Table continued on the next page

GENERAL STUDIES B.A. (CONT'D)

GENERAL STUDIES COURSES (CONT'D)				
				CREDIT HOURS
Business Area of Focus (cont'd)				
Marketing				15
BSAD	200	Introduction to Business Administration	Choose 5	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	Choose 5	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
Humanities Area of Focus				
Communications				15
CMS	300	Interpersonal Communication		3
CMS	301	Intercultural Communication		3
CMS	302	Small Group Communication		3
CMS	303	Communication Theory		3
CMS	406	Social Media		3
Table continued on the next page				

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

GENERAL STUDIES COURSES (CONT'D)

CREDIT HOURS

Humanities Area of Focus (cont'd)**English****15**

ENG	203	Introduction to Literature	Choose 5	3
ENG	317	Mythology		3
ENG	318	Literature for Adolescents		3
ENG	325	Multicultural Survey Literature of the The United States		3
ENG	336	Modern Grammar		3
ENG	337	History of English Literature		3
ENG	341	Great Plays		3
ENG	351	World Literature		3
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**

CMS	210	Black Cinema	Choose 5	3
THR	130	Introduction to African American Theatre		3
THR	200	Fundamentals of Acting		3
THR	201	Theater Practicum		3
THR	210	African Americans in Film		3
THR	320	Stagecraft		3
THR	330	Children's Theater		3
THR	401	Storytelling		3

Table continued on the next page

GENERAL STUDIES B.A. (CONT'D)

GENERAL STUDIES COURSES (CONT'D)				
				CREDIT HOURS
Social Science Area of Focus				
Criminal Justice				15
CRJ	100	Introduction to Criminal Justice	Choose 5	3
CRJ	110	The Criminal Law		3
CRJ	231	Policing		3
CRJ	340	Criminal Justice Administration		3
CRJ	380	Comparative Criminal Justice		3
CRJ	420	Juvenile Delinquency		3
CRJ	435	Victimology		3
CRJ	475	Ethics in Criminal Justice		3
History				15
HIST	301	A Multicultural History of the United States		3
HIST	306	African American History		3
HIST	318	Recent American Foreign Relations		3
HIST	403	History of Europe		3
HIST	405	History of Africa		3
Political Science				15
POSC	323	The American Presidency		3
POSC	370	World Affairs (International Relations)		3
POSC	380	Public Policy		3
POSC	390	Urban Politics		3
POSC	402	Political Theory		3
Sociology				15
RM	301	Research Methodology and Statistics	Choose 5	3
SOC	210	Race, Class and Gender		3
SOC	300	Social Justice		3
SOC	340	Social Problems		3
SOC	350	Criminology		
SOC	355	Social Deviance		
SOC	460	Economic Sociology		
SOC	450	Social Stratification		
Table continued on the next page				

GENERAL STUDIES COURSES (CONT'D)

CREDIT HOURS

Social Science Area of Focus (cont'd)**Psychology****15**

PSYC	100	Introduction to Psychology	Choose 5	3
PSYC	200	Child and Adolescent Development		3
PSYC	215	Introduction to Psychopathology		3
PSYC	260	Social Psychology		3
PSYC	270	Human Cognition		3
PSYC	Any 300-400 level course			3

Urban Studies**15**

GEOG	325	Urban Geography	Choose 5	3
HIST	300	History of American City		3
PADM	370	Non-Profit Management		3
POSC	380	Public Policy		3
URST	100	Introduction to Urban Studies		3
URST	250	Community Engagement Community Engagement		3
URST	360	Parks, Recreation and Tourism		3
URST	370	Social and Economic Development		3
URST	390	Urban Politics		3
URST	400	Urban Planning		3

Table continued on the next page

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

GENERAL STUDIES B.A. (CONT'D)

GENERAL STUDIES COURSES (CONT'D)				
				CREDIT HOURS
Science, Technology, Engineering, & Math (STEM) Area of Focus				
Biology				15
BIO	202	Principles of Cell Biology	Choose 5	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
Mathematics				15
MATH	135	College Algebra	Choose these 2	3
MATH	140	Trigonometry		3
MATH	165	Precalculus	or choose this 1	5
MATH	170	Calculus I		5
MATH	241	Calculus II		5
Choose one (1) of the following				
MATH	242	Calculus III	Choose 1	5
MATH	250	Data Analysis and Statistics		3
MATH	255	Introductory Statistics Lab		1

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

HISTORY B.A.

History Courses			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
History Core Requirements			36
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	405	History of Africa	3
HIST	480	Pro Seminar in History	3
HIST	490	Topics in History	3
History Electives			21
Any 300-400 course not previously counted towards degree requirement (see History course descriptions on pages 230-235)			21
Free Electives			21
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement			

HISTORY B.A. – AFRICAN AMERICAN CONCENTRATION

HISTORY: AFRICAN AMERICAN CONCENTRATION COURSES					
				CREDIT HOURS	
General Education Core Requirements (see pages 84-87)				44	
History Core Requirements				30	
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	405	History of Africa		3	
HIST	420	History Internship		3	
HIST	480	Pro Seminar in History		3	
African American Concentration				27	
HIST	212	African Americans in St. Louis	Choose 9	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	
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	
Free Electives				21	
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement					

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

HISTORY B.A. – WOMEN'S STUDIES CONCENTRATION

HISTORY: WOMEN'S STUDIES CONCENTRATION COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
History Core Requirements			30
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	405	History of Africa	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	302	History of Women's Movement	3
HIST	326	Public History	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
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
Free Electives			21

Choose 9

POLITICAL SCIENCE B.S.

CONCENTRATIONS IN URBAN POLITICS, PUBLIC POLICY AND ADMINISTRATION, PRE-LAW , AND INTERNATIONAL RELATIONS AVAILABLE

A Bachelor of Arts Degree in Political Science requires:

- 44 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

- Oral and Written Communication
- Computing and Technology
- Social and Behavioral Sciences
- Mathematics/Natural And Physical Science. The Mathematics Course Must be Math 150 - Introduction to Statistics]
- Social And Behavioral Sciences
- POSC 480 Political Science Internship. Must be taken in the 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.
- POSC 485 Political Science Senior Thesis. This is optional. Must be taken in the last TWO semester of the student's senior year.

POLITICAL SCIENCE COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Political Science Core Requirements			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	3
RM	300	Research Writing	3
RM	301	Research Methodology and Statistics	3
RM	302	Research Design and Statistics	3
Free Electives			21
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement			

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

POLITICAL SCIENCE B.S. – INTERNATIONAL RELATIONS CONCENTRATION

POLITICAL SCIENCE: INTERNATIONAL RELATIONS CONCENTRATION COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Political Science Core Requirements (see page 145)				42
Political Science International Relations Concentration				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)				18
POSC	485	Political Science Senior Thesis		3-6
POSC	490	Topics in Political Science		3
POSC	323	The American Presidency		3
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement				
Total B.S. Political Science: International Relations Concentration Degree Requirements				122

POLITICAL SCIENCE B.S. – PRE-LAW CONCENTRATION

B.S. POLITICAL SCIENCE: PRE-LAW CONCENTRATION COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Political Science Core Requirements (see page 145)				42
Political Science Pre-Law Concentration				18
PL	100	Introduction to Law		3
PL	101	Introduction to 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
Free Electives				18
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement				

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

POLITICAL SCIENCE B.S. – PUBLIC POLICY ADMINISTRATION CONCENTRATION

POLITICAL SCIENCE: PUBLIC POLICY ADMINISTRATION CONCENTRATION COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Political Science Core Requirements (see page 145)			42
Political Science Urban Politics Concentration			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
URST	400	Urban Planning	3
Free Electives (May include the following options)			18
POSC	485	Political Science Senior Thesis	3-6
POSC	490	Topics in Political Science	3
URST	490	Topics in Urban Studies	3
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement			

POLITICAL SCIENCE B.S. – URBAN POLITICS CONCENTRATION

POLITICAL SCIENCE: URBAN POLITICS CONCENTRATION COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Political Science Core Requirements (see page 145)			42
Political Science Urban Politics Concentration			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)			18
POSC	485	Political Science Senior Thesis	3-6
POSC	490	Topics in Political Science	3
URST	490	Topics in Urban Studies	3
Any approved 100-400 course not previously counted towards Gen Ed or degree requirement			

PSYCHOLOGY B.A.

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.

PSYCHOLOGY MINOR

PSYCHOLOGY COURSES			
			CREDIT HOURS
Psychology Minor			15
PSYC	100	Introduction to Psychology	3
PSYC	200	Child & Adolescent Development	3
PSYC	210	Introduction to Psychopathology	3
PSYC	260	Social Psychology	3
PSYC	270	Human Cognition	3
Total Psychology Minor Requirements			15

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

PSYCHOLOGY COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Psychology Core Requirements			36
PSY	100	Introduction to Psychology	3
PSY	120	Seminar in Psychology	2
PSYC	220	Research Writing	3
PSYC	340	Statistical Methods in Psychology	3
PSYC	200	Child and Adolescent Development	3
PSYC	260	Social Psychology	3
PSYC	270	Human Cognition	3
PSYC	280	Research Methods in Psychology	3
PSYC	300	Abnormal Psychology	3
PSYC	320	Psychology of Prejudice	3
PSYC	360	Cognitive Neuroscience	3
PSYC	380	Psychology Internship	3
Psychology Electives			18
PSYC	210	Lifespan 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	301	Animal Behavior	3
PSYC	304	Sensation & Perception	3
PSYC	305	Forensic Psychology	3
PSYC	306	Psychology of Personality	3
PSYC	307	Health Psychology	3
PSYC	309	Psychology of Learning	3
PSYC	335	Psychology of African Americans	3
PSYC	410	Psychology of Race and Racism	3

Choose 6

SOCIOLOGY MAJORS

SOCIOLOGY CORE COURSES			
			CREDIT HOURS
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
Total Required Sociology Core Courses			24

SOCIOLOGY B.S. – LAW/JUSTICE/SOCIETY CONCENTRATION

SOCIOLOGY: LAW/JUSTICE/SOCIETY CONCENTRATION COURSES			
			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Required Core Sociology Courses (see page 146)			24
Law/Justice/Society Concentration Required Courses			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
Free Electives			27
Any 200-400 course not previously counted towards Gen Ed or degree requirement			
Total B.S. Psychology: Law/Justice/Society Concentration Degree Requirements			122

SOCIOLOGY B.S. – SOCIAL JUSTICE CONCENTRATION

SOCIOLOGY: SOCIAL JUSTICE CONCENTRATION COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			44
Required Core Sociology Courses (see page 150)			24
Social Justice Concentration Required Courses			27
SOC	370	Social Change	3
SOC	295	Race and Ethnic Relations	3
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
Free Electives			27
Any 200-400 course not previously counted towards Gen Ed or degree requirement			

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

SOCIOLOGY B.S. – URBAN SOCIOLOGY CONCENTRATION

SOCIOLOGY: URBAN SOCIOLOGY CONCENTRATION COURSES					CREDIT HOURS
General Education Core Requirements (see pages 84-87)					44
Required Core Sociology Courses (see page 150)					24
Urban Sociology Concentration Required Courses					27
URST	302	The Urban Agenda			3
SOC	310	Urban Sociology			3
GEOG	325	Urban Geography	Choose 7		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
Free Electives					27
Any 200-400 course not previously counted towards Gen Ed or degree requirement					

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

URBAN AFFAIRS B.S. – PUBLIC ADMINISTRATION CONCENTRATION

URBAN AFFAIRS: PUBLIC ADMINISTRATION CONCENTRATION COURSES				
				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Urban Affairs: Public Administration Concentration Required Courses				39
PADM	330	Introduction to Public Administration		3
PADM	340	Urban and Regional Transportation		3
PADM	350	Ethics in Public Administration		3
PADM	370	Non Profit Management		3
PADM	460	Organizational Communication and Leadership		3
PADM	480	Public Administration Senior Synthesis		3
PADM	485	Public Administration Internship		3
POSC	380	Public Policy		3
RM	300	Research Writing		3
RM	301	Research Methodology and Statistics		3
URST	220	Poverty Housing and Homelessness		3
URST	240	Urban and Community Health		3
URST	370	Social and Economic Development		3
Urban Affairs: Public Administration Concentration Electives				18
PADM	260	Criminal Justice Organizational Structures	Choose 6	3
PADM	360	Parks, Recreation and Tourism		3
PADM	385	Disaster management/emergency		3
PADM	410	Fiscal Budgeting		3
PADM	420	Policy Implementation and Evaluation		3
PADM	440	Economics of Public Sector		3
PADM	450	Administrative Law		3
RM	432	Grant writing and administration		3
SOC	460	Economic Sociology		3
URST	100	Introduction to Urban Studies		3
URST	400	Urban Planning		3
Free Electives				21
Any 100-400 course not previously counted towards Gen Ed or degree requirement				
Total B.S. Urban Affairs: Public Administration Concentration Degree Requirements				122

URBAN AFFAIRS B.S. – URBAN STUDIES CONCENTRATION

URBAN AFFAIRS: URBAN STUDIES CONCENTRATION COURSES				
				CREDIT HOURS
General Education Core Requirements (see page #)				44
Urban Studies Concentration Required Courses				42
GEOG	325	Urban Geography		3
PADM	340	Urban and Regional Transportation		3
PADM	370	Non Profit Management		3
POSC	380	Public Policy		3
RM	300	Research Writing		3
RM	301	Research Methodology and Statistics		3
RM	432	Grant Writing and Administration		3
URST	220	Poverty Housing and Homelessness		3
URST	240	Urban and Community Health		3
URST	250	Community Engagement		3
URST	370	Social and Economic Development		3
URST	390	Urban Politics		3
URST	480	Urban Studies Internship		3
URST	485	Urban Studies Senior Synthesis		3
Urban Affairs: Urban Studies Concentration Electives				18
GEOG	401	Geographic Information Systems	Choose 6	3
HIST	300	History of American City		3
PADM	410	Fiscal Budgeting		3
PADM	420	Policy Implementation and Evaluation		3
SOC	300	Social Justice		3
SOC	460	Economic Sociology		3
URST	230	The Urban Community		3
URST	280	History of Urban Education		3
URST	309	Segregation by Design		3
URST	340	Revitalization of urban Neighborhoods		3
URST	400	Urban Planning		3
URST	402	Urban Crime Issues and Policies		3
Free Electives				18
Any 100-400 course not previously counted towards Gen Ed or degree requirement				

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.



COLLEGE OF STEM

(SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS)



OVERVIEW

The College of Science, Technology, Engineering and Mathematics (STEM) at Harris-Stowe State University is a comprehensive academic division fulfilling the institutional mission and providing a strong, robust and broad foundation for competency and success in the basic sciences, current and emerging technologies, engineering fundamentals and data sciences. The College of STEM (CoS) leverages existing strengths in Biology and Life Sciences, Geospatial Sciences and Technology, and Mathematics and Applied Sciences to award baccalaureate degrees, certificates and micro-credentials certifying the competency of both degree-seeking and non-degree-seeking students for post-baccalaureate and workforce opportunities.

The College of STEM also provides course offerings in general education. In this role, the College of STEM is a gateway to all degree programs at the University. Also, the College of Science, Technology, Engineering and Mathematics, in collaboration with the College of Education, provides course offerings in STEM areas of content knowledge concentrations, including computer education/technology, mathematics, and natural sciences, leading to bachelor's degrees in early childhood, elementary school, middle school, and secondary education.

HSSU College of STEM will produce graduates known for their defining critical thinking and problem-solving characteristics, core skills, broad experiences, action-oriented equity and social justice mindset and with the experience and skills necessary to be well-prepared for regional workforce and post-baccalaureate opportunities.

DEGREE PROGRAMS

The College of Science, Technology, Engineering and Mathematics (STEM) offers Bachelor of Science (B.S.) degree programs in biology; biology with concentrations in nursing, occupational therapy, pre-medicine, and pre-pharmacy; mathematics with an emphasis in statistics, applied mathematics, and pure mathematics; and sustainability and urban ecology with concentrations in

business/policy/STEM, computation and physical science, science (biology and chemistry), and urban agriculture. Students may also pursue certificates in, geospatial science, geospatial Intelligence, and urban agriculture.

Students may also pursue a certificate in geospatial science, geospatial intelligence (GEOINT), urban agriculture, and veterinary medicine. The curriculum for each degree program includes general education courses, professional courses, and internships (where applicable) in students' areas of interest.

B.S. 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. HSSU 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 a Biology major (special program/or no concentration), not as a Biology major with a Pre-medicine concentration.

B.S. 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. 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. Students must choose one of four concentrations in business/policy/STEM, computation and physical science, science (biology and chemistry), and urban agriculture. 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.

DEGREE PROGRAMS STANDARDS AND EXPECTATIONS

Degree programs in the College of STEM consist of a rigorous, academic curriculum providing courses in both classroom instruction and hands-on, experiential laboratory learning.

Proficiency in Science, Technology, Engineering and Mathematics (STEM) is acquired through a series of sequenced, progressive, scaffolded, pedagogically-based

classroom learning activities complemented by regular, reflective individual and team-based skill-building (e.g., problem sets; group projects), intensive and episodic evaluative activities (e.g., quizzes; exams), practicum skill-building (e.g., laboratory experiments and activities), and opportunities to engage more selectively and intensively in enrichment activities (e.g., research; internships).

Course sequencing and scheduling are both essential to developing the strong, foundational STEM knowledge supporting post-baccalaureate success. Academic courses in STEM should generally be taken in the recommended sequence. Lower division laboratory courses (100-level and 200-level) offered in the same academic term as a corresponding lecture course should generally be scheduled to be taken concurrently. Exceptions to the course sequencing and/or lower division co-enrollment scheduling principle(s) may be granted based on specific circumstances (e.g., transfer status; course repeats; etc.). Exception requests must be submitted in writing to the corresponding CoS Chair for review and approval prior to enrollment in the relevant course(s).

There are specific requirements for the varying laboratory courses in the College of STEM. Students enrolled in College of STEM laboratory courses are expected to adhere to the safety protocols (e.g., procedures; personal protective equipment), regimens (e.g., laboratory pre-work) and any additional faculty expectations for each of the laboratory courses in which they participate. The in-person and remote laboratory assignments are intended to progressively equip and/or enhance practical, as well as intellectual, knowledge. The interim between successive laboratory assignments, and/or course lectures, are opportunities to reflect upon the knowledge and experiences gained, thereby strengthening learning. The

College of STEM will stringently adhere to the attendance policy for lecture and laboratory courses. Laboratory instructors, at their discretion, may schedule, at most, two make-up laboratory assignments. Failure to remain current with laboratory assignments as scheduled, including make-ups if applicable, may result in not receiving a passing grade for a given laboratory course.

Awareness of, and adherence to, these standards and expectations will, generally, provide the most efficient, effective and engaging experience in the College of STEM.

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 HSSU or another accredited institution and transferred to Harris-Stowe State University.

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 College of Social Sciences, Arts and Humanities.

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.





BIOLOGY B.S.

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 care, medical, and science fields.

Majoring in Biology at Harris-Stowe State University (HSSU) offers students a unique opportunity to engage deeply with the biological and life sciences within a supportive and dynamic academic environment. The value of this major at HSSU lies in its profound impact on both individual career trajectories and broader community health. Students benefit from close mentorship with dedicated faculty, hands-on research opportunities, and a curriculum that emphasizes real-world applications. This prepares graduates not only for a diverse range of careers in healthcare, research, and environmental science but also empowers them to address critical issues affecting health outcomes and other public health challenges. Students who choose Biology at HSSU, are equipped to make meaningful contributions to science and society, embodying the university's commitment to excellence and community service, even while undergraduates.

Requirements for the B.S. 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 Program

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, of which 15 hours must satisfy General Education requirements. Thus, pre-admission courses will add 7 additional semester credit hours toward the minimum required total of 120 credit hours.
- To satisfy the 120 credit-hour requirement for the B.S. degree, an 36 additional semester credit hours are required. A student who chooses a concentration may have specific courses to complete in order to satisfy the credit hour requirements. The decision to have a concentration and/or which concentration is chosen will determine whether any of the additional 36 credit hours are required. The student pursuing a biology degree with no concentration has the greatest flexibility in choosing program electives. See the corresponding degree and concentration maps for detailed information. All students are required to meet with their faculty advisors for more information.
- Biology with no concentration. Students on the Biology degree track without specialties must select 36 hours of electives, of which a minimum of 12 hours must be Biology electives, including one laboratory course; at least eight credit hours from the other STEM electives list; and any approved free electives needed to complete the minimum 120 credit hours for the degree.
- Nine (9) credit hours of the biology electives must be at the 300 level and above, one of which must be a laboratory course.
- Other STEM Electives. Choose at least 8 hrs. All labs and corresponding lecture courses must be taken together, except by departmental approval.
- Free Electives (16 credit hours) Students may take free electives (any courses) to complete the 120-unit graduation requirement, usually 16 credit hours.

BIOLOGY CORE COURSES

				CREDIT HOURS
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
CSC	1XX	Any 100-level CSC (computer science) course	Choose 1	3
CSC	2XX	Any 200-level CSC (computer science) course		3
MATH	250	Data Analysis and Statistics		3
MATH	255	Introductory Statistics Lab		1
MATH	301	Biostatistics		2
PHY	251	General Physics: Mechanics	Choose 1	3
PHY	253	General Physics: Mechanics- Calculus- Based		3
Total Required Biology Core Courses				36

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

BIOLOGY B.S. (CONT'D)

BIOLOGY COURSES				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				47
Pre-admission Requirements in addition to Gen Ed Requirements for Biology Majors				12
BIO	120	Applications of Biotechnology		1
BIO	153	Biology Survey II Lecture		3
BIO	154	Biology Survey II Lab		2
ENG	110 I	English Composition I		3
MATH	165	Business Calculus		3
Biology Core Courses (see page 161)				36
Biology Electives: Lectures				10
At least 9 credit hours must be taken at the 300-level or higher. Courses taken as core requirements may not be used as electives.				
BIO	200	Botany	Choose 4	3
BIO	201	Plants & People		3
BIO	203	Nutrition		3
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	310 I	Human Anatomy and Physiology I		3
BIO	310 II	Human Anatomy and Physiology II		3
BIO	312	Introduction to Microbiology		3
BIO	313	Environmental Science		3
BIO	316	Urban Ecosystems (Lecture)		3
BIO	318	Urban Health Science		3
Table continued on next page				

BIOLOGY COURSES (CONT'D)

				CREDIT HOURS	
Biology Electives: Lectures (cont'd)					
BIO	322	Kinesiology	Choose 4 (cont'd)	3	
BIO	323	Ecological Economics		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	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	Any 100-200 level Computer Science course			3	
GEOL	250 I	General Geology I		3	
MATH	170	Calculus and Analytic Geometry I		5	
BSAD	203	Business Calculus		5	
MATH	Any 200-400 level Math course			3-5	
MET	250	Introduction to Meteorology		3	
PHY	Any 200-300 level Physics course			2-3	
RM	301	Research Methods & Statistics		3	
RM	302	Research Design & Statistical Methods		3	
Biology Electives: Lab				2	
Labs and corresponding lecture courses should be taken together, except by departmental permission.					
BIO	206	Cell and Molecular Biology Lab	Choose 1	2	
BIO	309L	Endocrinolog Lab		2	
BIO	311	Ecology Lab		2	
BIO	317	Urban Ecosystems Lab		2	
BIO	319	Human Anatomy and Physiology I Lab		2	
BIO	321	Human Anatomy and Physiology II Lab		2	
BIO	433	Developmental Biology (Lab)		2	

BIOLOGY B.S. – PRE-MEDICINE CONCENTRATION

The Pre-Medicine concentration is for students interested in biomedical careers including research and other allied health care or medical careers. Students planning to enroll in HSSU's special collaborative professional programs, such as Goldfarb Nursing, Pharmacy, Occupational Therapy, etc., should choose the Biology major with no concentration or with a specialty 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, 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.

Students who choose the Pre-Medicine Concentration will take an additional 25 hours of required courses. Labs and corresponding lecture courses must be taken together except by departmental permission or program requirement.

BIOLOGY PRE-MEDICINE CONCENTRATION COURSES

			CREDIT HOURS
General Education Core Requirements (see pages 84-87)			47
Pre-admission Requirements in addition to Gen Ed Requirements for Biology Majors			12
BIO	120	Applications of Biotechnology	1
BIO	153	Biology Survey II Lecture	3
BIO	154	Biology Survey II Lab	2
ENG	110 I	English Composition I	3
MATH	165	College Algebra	3
Biology Pre-Medicine Concentration Core 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
Biology Pre-Medicine Concentration Electives (see Biology Electives pages 162-163)			6
Free Electives			6

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

COLLABORATIVE PROFESSIONAL PROGRAMS AND CERTIFICATES

Harris-Stowe STEM majors are eligible for several special collaborative professional programs.

These programs require special coursework after the freshman year and the requirements are subject to change. Students should see their advisor for more details.

Students interested in a healthcare partnership program should register as a Biology (special program/or no concentration) student, not as a Biology: Pre-medicine Concentration student. Competitive post-baccalaureate programs such as Nursing, Pharmacy, Dentistry, or Medical or Veterinary School require a minimum GPA of 3.0 to 3.5.

Once accepted into a program, students should contact the partner school responsible for the program to discuss the courses they will be required to take at that institution.

Collaborative Professional Programs

Harris-Stowe State University majors are eligible for special collaborative professional programs with:

- University of Health Sciences and Pharmacy in St. Louis (uhsp.edu)
- Goldfarb School of Nursing at Barnes-Jewish College in St. Louis (barnesjewishcollege.edu)
- Occupational Therapy Program at Washington University School of Medicine in St. Louis (ot.wustl.edu)
- Purina Scholars Program in conjunction with the Missouri University College of Veterinary Medicine (cvm.missouri.edu)
- National Geospatial-Intelligence Agency (nga.mil/careers/Student_Opportunities.html)



**BIOLOGY B.S. – PRE-PHARMACY CONCENTRATION
LEADS TO DUAL DOCTOR OF PHARMACY DEGREE
PARTNERSHIP WITH UNITED HEALTH SCIENCES AND PHARMACY (UHSP)**

Harris-Stowe State University (HSSU) and the University of Health Sciences and Pharmacy (UHSP) are excited to announce a new partnership program aimed at fostering academic excellence and professional growth in the field of pharmacy. This innovative dual degree program is designed to provide qualified students with a seamless educational experience, combining rigorous undergraduate coursework at HSSU with advanced professional training at UHSP. The program offers a comprehensive curriculum that includes three years of undergraduate studies at HSSU followed by four years of professional studies at UHSP, leading to the awarding of both a BS in Biology and a PharmD degree. This collaboration not only ensures a high-quality education but also supports students with a streamlined application process, joint acceptance letters, and coordinated academic progression monitoring, all aimed at preparing the next generation of healthcare professionals.

UHSP COURSE REQUIREMENTS	
	CREDIT HOURS
	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

- Course has prerequisite – course(s) you must take before you can take the course – and/or co-requisite/concurrent enrollment – course(s) you must take at the same time. See Course Descriptions on pages 190-268 to learn what is required. **Note:** prerequisite and co-requisite/concurrent enrollment requirements are subject to change.

STUDENTS SHOULD CHECK WITH THEIR ADVISOR TO CONFIRM PREREQUISITE AND CO-REQUISITE REQUIREMENTS.

- Credit hours can vary based on the course offered.

BIOLOGY PRE-PHARMACY CONCENTRATION COURSES

				CREDIT HOURS
Freshman Year				33
HIST	144	US History I	Choose 1	3
HIST	143	US History II		3
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
HIST	144	US History I	Choose 1	3
HIST	143	US History II		3
CED	104	Introduction to Computing and Technology		3
MATH	170	Calculus		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	202 II	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
Table continued on next page				

BIOLOGY B.S. – PRE-PHARMACY CONCENTRATION LEADS TO DUAL DOCTOR OF PHARMACY DEGREE (CONT'D) PARTNERSHIP WITH UNITED HEALTH SCIENCES AND PHARMACY (UHSP)

BIOLOGY PRE-PHARMACY CONCENTRATION COURSES				
				CREDIT HOURS
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
BIO	303	Ecology	Choose 1	3
BIO	305	Evolution		3
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
ECON	203	Microeconomics	Choose 1	3
ECON	204	Macroeconomics		3
PHY	252	Gen Phy:Mechanics (Lab)		2
Table continued on the next page				




- Courses can reverse transfers as an HSSU free elective. Students must reverse transfer enough free elective credit hours to meet HSSU's 120-credit hour BS degree requirement

BIOLOGY PRE-PHARMACY CONCENTRATION ALL PROFESSIONAL YEAR COURSES TAKEN AT USHSP

				CREDIT HOURS
Senior / Professional Year 1 ●				32
BIOL	4101	Principles of Immunology	Choose 1	2
BIOL	4400	Immunology		3
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
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
Senior / Professional Year 1 Summer ●				3
IPPE	5123	IPPE Community Pharmacy		3
Top Drugs Proficiency OTC				0
Professional Year 2 ●				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

Table continued on the next page

BIOLOGY B.S. – PRE-PHARMACY CONCENTRATION LEADS TO DUAL DOCTOR OF PHARMACY DEGREE (CONT'D) PARTNERSHIP WITH UNITED HEALTH SCIENCES AND PHARMACY (UHSP)

BIOLOGY PRE-PHARMACY CONCENTRATION ALL PROFESSIONAL YEAR COURSES TAKEN AT UHSP			
			CREDIT HOURS
Professional Year 2 Summer 			3
IPPE	6143	IPPE Health System Pharmacy	3
Professional Year 3 			32
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
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	8000	APPE: Elective I	5
APPE	7700	APPE: Elective II	5
APPE	7800	APPE: Elective III	5

BIOLOGY B.S. – NURSING CONCENTRATION LEADS TO DUAL BACHELOR'S FROM HSSU AND GSON PARTNERSHIP 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 enrollment 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

TRANSFER GUIDE FROM HARRIS-STOWE STATE UNIVERSITY INTO THE UPPER DIVISION BSN PROGRAM AT THE GOLDFARB SCHOOL OF NURSING AT BARNES-JEWISH COLLEGE

Required Prerequisites

Barnes-Jewish College	Harris-Stowe State University Equivalent			CREDIT HOURS
Anatomy & Physiology I with Lab	BIO	310 I	Human Anatomy and Physiology I	3
	BIO	319	Human Anatomy and Physiology I (lab)	2
Anatomy & Physiology II with Lab	BIO	310 II	Human Anatomy and Physiology II	3
	BIO	321	Human Anatomy and Physiology II (lab)	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

BIOLOGY B.S. – NURSING CONCENTRATION (CONT'D) LEADS TO DUAL BACHELOR'S FROM HSSU AND GSON PARTNERSHIP WITH GOLDFARB SCHOOL OF NURSING

NURSING CONCENTRATION GOLDFARB SCHOOL OF NURSING PARTNERSHIP COURSES	
	CREDIT HOURS
General Education Core Requirements (see pages 84-87)	47
Pre-admission Requirements (see Biology B.S. page 154)	12
Required Core Courses	33
Required Barnes-Jewish Prerequisites (see table at left)	55
Total B.S. Biology Nursing Concentration Degree Requirements	131

BIOLOGY NURSING CONCENTRATION 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.				
				CREDIT HOURS
Required Prerequisites				55
Barnes-Jewish College Prerequisite	Harris-Stowe State University Equivalent			
Anatomy & Physiology I with Lab*	BIO	310 I	Human Anatomy and Physiology I	3
	BIO	319	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	Any 3 credit hour HIST or POSC course			3
Biology, Chemistry, Genetics or Physics	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

BIOLOGY B.S. – OCCUPATIONAL THERAPY CONCENTRATION LEADS TO OCCUPATIONAL THERAPY M.S. FROM WASH U PARTNERSHIP WITH WASHINGTON UNIVERSITY SCHOOL OF MEDICINE

Students are required to follow the Biology BS track (**see page 154**) 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 I and II with accompanying Labs)

Courses 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

Courses 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

Course must include child development or a lifespan course that includes learning principles and motor, language, cognitive, emotional and social development.

Abnormal Psychology

An 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.

Statistics

Behavioral, educational, psychological or mathematical statistics courses are acceptable. Business statistics does not fulfill this requirement.



BIOLOGY B.S. – VETERINARY MEDICINE ACCELERATED TRACK PARTNERSHIP WITH THE PURINA SCHOLARS PROGRAM AND THE UNIVERSITY OF MISSOURI COLLEGE OF VETERINARY MEDICINE

Program Requirements

The Purina Scholars Program at Harris-Stowe State University (HSSU) is an exciting new partnership between Purina, the University of Missouri College of Veterinary Medicine and HSSU designed to support students with a passion for veterinary medicine. This program offers aspiring veterinarians a unique opportunity to receive specialized training, mentorship, and financial support as they pursue their academic and professional goals. Through this collaboration, students will gain valuable hands-on experience and access to industry-leading expertise, preparing them for competitive application to veterinary sciences and medicine programs and for successful careers in veterinary sciences and medicine. The Department of Biological Sciences, currently offers the following certificate in Veterinary Science while pursuing the Biology degree (see page 154).

Student must fulfill the 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.

Specific courses must be taken either at HSSU or at the MU College of Veterinary Medicine as students reach milestones in matriculation (see degree table).



BIOLOGY VETERINARY MEDICINE ACCELERATED TRACK COURSES

			CREDIT HOURS
Designed to be adapted to the current degree progress/status of any Biology student			
Summer First Year Core			
BIOMED	2230	Farm Animal Sanitation and Disease Prevention [•]	3
BIOMED	2111	Veterinary Medical Terminology I Electives [•]	1
BIOMED	2130	Introduction to Veterinary Anatomy and Physiology [•]	3
BIOMED	3219	Elements of Comparative Anatomy [•]	3
BIOMED	1010	Biomedical Career Explorations [•]	1
BIOMED	3400	Domestic Animal Behavior in Veterinary Practice [•]	2
Fall First Year			
BIOMED	2120	Essentials of Animal Handling and Physical Restraint [•]	2
Spring First Year			
BIOMED	3300	Animal Welfare and Ethics [•]	3
Traditional Track			
HSSU	100	Seminar in Higher Education	1
ENG	110 I	English Composition I	3
HIST	143	United States History I	3
HIST	144	United States History II	3
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 I Electives [•]	1
BIOMED	1010	Biomedical Career Explorations [•]	1

[•]University of Missouri College of Veterinary Medicine course

BIOLOGY B.S. – VETERINARY MEDICINE ACCELERATED TRACK **PARTNERSHIP WITH THE PURINA SCHOLARS PROGRAM AND THE** **UNIVERSITY OF MISSOURI COLLEGE OF VETERINARY MEDICINE**

BIOLOGY VETERINARY MEDICINE ACCELERATED TRACK COURSES					CREDIT HOURS
Fall and Spring 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
BIO	321	Anatomy and Physiology II Lab			2
CHEM	257	General Chemistry II Lecture			3
CHEM	258	General Chemistry II Lab			2
PHIL	102	Intro to Ethics	Choose 1		3
BIOMED	330	Animal Welfare and Ethics [•]			3
ART	150	Introduction to Art	Choose 1		3
MUS	206	Basic Music			3
MUS	223	African American Music			3
THR	100	Theatre Appreciation			3
BIOMED	3400	Domestic Animal Behavior in Veterinary Practice [•]			2
BIOMED	2130	Introduction into Veterinarian Anatomy and Physiology [•]	Choose 1		3
BIOMED	3219	Elements of Comparative Anatomy [•]			3
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

BIOLOGY VETERINARY MEDICINE ACCELERATED TRACK COURSES

				CREDIT HOURS
Summer Rising Junior				
BIOMED	2130	Introduction into Veterinarian Anatomy and Physiology [•]	Choose 1	3
BIOMED	3219	Elements of Comparative Anatomy [•]		3
BIOMED	3400	Domestic Animal Behavior in Veterinary Practice [•]		3
Fall & Spring Junior and Fall & Spring Senior				
Complete the remaining courses in the Biology Degree and ensure that HSSU hours total a minimum of 120 credit hours. See pages 161-163 for Biology B.S. requirements.				



MATHEMATICS B.S.

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

Students at Harris-Stowe State University can pursue a dual degree program in mathematics and engineering with St. Louis University. Various types of engineering degrees are possible, including aerospace, biomedical, civil, computer, electrical, and mechanical engineering. Students completing the degree program on schedule can expect to spend three years at HSSU followed by three years at St. Louis University. Upon completion, students will receive a B.S. in Mathematics from HSSU 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. Students will also have to complete the Harris-Stowe State University Academic Partnership Program Application and interview process.

Note: The Mathematics Degree is designed to be very flexible. Students are strongly encouraged to seek out the advice of mathematics faculty 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
- Taken and passed all pre-admission requirements (MATH 170, 190, and 241) with grades of at least C in all courses. Exceptionally well-prepared students might be ready to take MATH 170 or MATH 241 without taking previous courses. These students should contact the Math 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.
- 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 HSSU 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.

MATHEMATICS COURSES

				CREDIT HOURS
General Education Core Requirements (see pages 84-87)				44
Pre-admission Requirements				19-21
MATH	140	Trigonometry	Choose 1	5
MATH	165	Precalculus		3
MATH	190	Problem-Solving Seminar		1
MATH	170	Calculus I		5
MATH	241	Calculus II		5
Core Major Requirements Must complete all of the following courses with a grade of 'C' or better				24
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
MATH	270	Introduction to Programming	Choose 1	3
CSC	160	Introduction to Computing		3
CSC	XXX	Any other course in computer programming with Departmental approval		3
Math Electives Must complete all of the following courses with a grade of 'C' or better				6
MATH	XXX	Any MATH course at the 3XX or 4XX level not used to satisfy a core requirement		3
MATH	XXX	Any MATH course at the 3XX or 4XX level not used to satisfy a core requirement		3
Semi-Electives Must complete all of the following courses with a grade of 'C' or better				6
MATH	XXX	Any MATH course at the 3XX or 4XX level not used to satisfy a core requirement	Choose 2	3
CSC	252	Introduction to Data Structures and Algorithms		3
CSC	275	Introduction to Computational Modeling		3
PHY	3XX	Any 300 course		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.				

SUSTAINABILITY AND URBAN ECOLOGY B.S.

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.

SUSTAINABILITY AND URBAN ECOLOGY COURSES

			CREDIT HOURS
General Education Core Requirements (see page 84-87)			47
SUE majors must complete pre-admission hours marked with the following icon  in the General Education tables on pages 84-87 before being admitted to the program. Note that SUE majors are required to complete all other Gen Ed requirements listed on pages 84-87 before graduating.			
Core Course Requirements			29-31
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
SUE	324	Environmental Policy	3
BIO	324	Environmental Policy	3
		Choose 1	
BIO	491	Senior Synthesis in Sustainability and Urban Ecology	3
PHY	251	General Physics Mechanics (Alg. Based)	3
PHY	253	General Physics Mechanics (Calculus Based)	3
		Choose 1	
GEOG	401	Geographic Information Systems	3
MATH	250	Data Analysis and Statistics	3

SUSTAINABILITY AND URBAN ECOLOGY COURSES

				CREDIT HOURS
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	160	Introduction to Programming in Python	Choose 3-4	3
CSC	252	Introduction to Data Structures and Algorithms		3
BIO	120	Applications of Biotechnology		
BIO	404	Internship in Sustainability		3
MATH	255	Introductory Statistics Lab		1
MATH	336	Statistical Computing		3
STAT	275	Introduction to Data Science		3
MIS	207	Object-Oriented Programming		3
MIS	311	Computer Graphics		3
CHEM	256	General Chemistry (lab)		2
PHY	252	General Physics Mechanics lab		2
RM	300	Research Writing		3
RM	432	Grant Writing and Administration		3
RM	301	Research Methods and Statistics		3
RM	302	Research Design and Statistical Analysis		3
Business/Policy/STEM Concentration Electives				8-10
Students in each concentration must choose a minimum of 8 credits from Business/Policy/STEM electives. Choose courses from the following list of Business/Policy electives and/or courses from the other two concentrations. Note: STEM electives for each concentration are chosen from the other two concentrations				
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	401	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

Table continued on the next page

SUSTAINABILITY AND URBAN ECOLOGY B.S. (CONT'D)

SUSTAINABILITY AND URBAN ECOLOGY COURSES (CONT'D)					
				CREDIT HOURS	
Computational and Physical Science Concentration Required Courses A grade of C or better must be obtained in each course taken from this list.				9	
PHY	304	Energy Science (Lecture)		3	
MATH	301	Biostatistics	Choose 1	3	
CSC	330	Data Wrangling and Organization		3	
MATH	301	Biostatistics	Choose 1	3	
CSC	330	Data Wrangling and Organization		3	
Electives At least 4 hours should be taken at the 300 level. A grade of C or better must be obtained in each course taken from this list.				7	
MATH	201	Discrete Math. I	Choose 2	3	
MATH	241	Calculus & Analytic Geom.II		5	
MATH	315	Discrete Math II		3	
MATH	330	Mathematical Probability		3	
MATH	350	Topics in Applied Statistics		3	
MATH	356	Linear Algebra 1		3	
Science (Biology/Chemistry) Concentration A grade of C or better must be obtained in each course taken from this list.				10	
BIO	303	Ecology (Lecture)		3	
BIO	311	Ecology (Lab)		2	
BIO	316	Urban Ecosystems (Lecture)		3	
BIO	317	Urban Ecosystems (Lab)		2	
Electives At least 3 hours should be taken at the 300-400 level.				5	
BIO	201	Plants and People	Choose 2-3	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	
CHEM	256	General Chemistry II (Lecture)		3	
CHEM	257	General Chemistry II (Lab)		2	
CHEM	301	Environmental Chemistry		3	

SUSTAINABILITY AND URBAN ECOLOGY COURSES (CONT'D)

			CREDIT HOURS
Urban Agriculture Concentration Required Courses			9
A grade of C or better must be obtained in each course taken from this list.			
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 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
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
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
Free Electives for all Concentrations			8-15

GEOSCIENCES AND GEOSPATIAL INTELLIGENCE (GEOINT) CERTIFICATES

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.

GEOSCIENCES AND GEOSPATIAL INTELLIGENCE (GEOINT) CERTIFICATES

			CREDIT HOURS
Required for Geosciences			12
GEOG	200	Principles of Geography ¹ <i>(Can be used to satisfy university general education requirements in addition to the certificate requirement)</i>	3
GEOG	401	Geographic Information Systems ●	3
GEOG	430	Remote Sensing ●	3
GEOG	492	Physical Geography ●	3
Required for GEOINT			18
GEOG	200	Principles of Geography ¹ <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 ●	3
GEOG	430	Remote Sensing ●	3
GEOG	492	Physical Geography ●	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			3
BIO	420	Spatial Ecology ●	3
CRJ	4XX	Spatial Analysis of Crime ●	3
GEOG	425	Urban Geography ●	3
POSC	420	GEOINT and National Security ●	3
MATH	4XX	Spatial Statistics ●	3
SOC	425	Mapping for Change ●	3
MIS	461	Urban Analytics and Smart Cities ●	3
Total Geosciences and GEOINT Certificate Requirements			33

URBAN AGRICULTURE CERTIFICATE

Urban agriculture involves the cultivation, harvesting, and distribution of agricultural products in urban areas. Community gardens, urban repurposed growing plots, greenhouse nurseries, rooftop farms, hydroponic, aeroponic and hydroponic facilities, and vertical production, are all examples of the application of urban agriculture.

It is an important program addressing food security and sustainability, urban nutrition, and reduction of the urban carbon footprint. Urban agriculture would reduce food transportation needs, increase consumption of locally grown and seasonal plants, and help reduce urban food deserts. It also allows for revitalizing and greening of unused and underutilized urban spaces.

The courses are designed for support of small agricultural plots that have non-farming land use around them, greenhouses, and innovative greening of urban spaces. These projects may involve partnerships between different research and community gardening enterprises.

This certificate would be suited for farm market growers and entrepreneurs, backyard gardeners and hobbyists, community garden participants, school garden managers, urban agricultural and urban greening organization members, and other green enthusiasts and horticulturists. It will also appeal to those interested in the business of seasonal food production.

URBAN AGRICULTURE CERTIFICATE COURSES

			CREDIT HOURS
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
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
Total Urban Agriculture Certificate Requirements			15



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.

OVERVIEW

The Honors College at Harris-Stowe State University provides high-achieving students with a rigorous and enriching academic experience. Students engage in activities that enhance their critical thinking, independent research, and leadership skills. The program includes participation in prestigious events such as the National Association of African American Honors Programs Conference, travel study trips, and the Honda Campus All-Stars Challenge Team. Honors College students build strong relationships with peers and faculty while developing their academic and professional profiles, preparing them to be leaders and change agents in a global community.

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 State University 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 HSSU GPA of a 3.5 or higher
- approval of the Honors Standing Committee
- in "good standing" status

COURSE REQUIREMENTS

Honors students need to accumulate at least 20 credit hours at the Honors Level (H1) prior to completing a degree program. Honors level courses are designated with an H1 and can be found in the General Education or degree program curricula. Courses can change from year to year. At left is an example of recent Honors Sections in the General Education curriculum. Students should work with their advisor to get the Honors Section courses for the current year.

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

- Complete an Honors independent research project/thesis prior to degree completion.

SAMPLE RECENT HONORS COURSES IN GENERAL EDUCATION CURRICULUM

HUMANITIES AND FINE ARTS HONORS SECTIONS			
			CREDIT HOURS
ENG	203-H1	Introduction to Literature	3
ART	150-H1	Introduction to Art	3

INSTITUTIONAL REQUIREMENTS			
			CREDIT HOURS
GEN	200-H1	General Education Synthesis	1

LIFE AND PHYSICAL SCIENCES HONORS SECTIONS			
			CREDIT HOURS
Life Science			
BIO	151-H1	Biology Survey	3
Physical Science			
CHEM	255-H1	General Chemistry I	3
Choose a lab that corresponds with one of the courses chosen above			
BIO	152-H1	Biology Survey Lab	2
CHEM	256-H1	General Chemistry Lab	2

MANAGING INFORMATION HONORS SECTIONS			
			CREDIT HOURS
MIS	104-H1	Information Systems & Technology	3
MATH	255-H1	Introductory Statistics Lab	1

ORAL AND WRITTEN COMMUNICATION HONORS SECTIONS			
			CREDIT HOURS
ENG	110 I-H1	English Composition I	3
ENG	110 II-H1	English Composition II	3
SPCH	109-H1	Introductory Public Speaking	3

SOCIAL AND BEHAVIORAL SCIENCES HONORS SECTIONS			
			CREDIT HOURS
HIST	143-H1	U.S. History I	3
URST	100-H1	Introduction to Urban Studies	3
POSC	200-H1	American Government Survey	3

VALUING HONORS SECTIONS			
			CREDIT HOURS
PHIL	102-H1	Introduction to Ethics	3

COURSE DESCRIPTIONS



Following 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.

NOTE: Course listings and descriptions are updated from time to time. Students should work with their advisors to ensure they have the most up-to-date information.

ACCOUNTING (ACCT)

ACCT 201 Financial Accounting I 3

Introduces the concepts of the complete accounting cycle, accounting for a merchandising business, special journals, accounts receivable, inventory and cost of goods sold, long-term assets, and other related topics.

ACCT 203 Financial Accounting II 3 *Prerequisite: ACCT 201*

Course builds up on the concepts learned in Financial Accounting I and covers accounting for partnerships, corporations, investments, cash flows, consolidations, accounting for manufacturing, and other related topics.

ACCT 204 Managerial Accounting 3 *Prerequisite: ACCT 201*

Introduction to managerial accounting covering planning, control, managerial decision-making, and introduces job order and process cost systems, capital budgeting procedures, and other related topics.

ACCT 204 L Managerial Accounting Lab 1 *Prerequisite: ACCT 201 / Co-requisite: ACCT 204*

In this course students will have the opportunity to integrate the manual managerial accounting system (ACCT 204) with a hands-on, automated managerial accounting system (ACCT 204-L) using Quick Books.

ACCT 300 Federal Income Tax I - Individual 3 *Prerequisite: ACCT 203 or ACCT 204*

Study of the U. S. Internal Revenue Code and related problems of measuring taxable individual/personal income and other related topics.

ACCT 301 Federal Income Tax II - Corporate 3 *Prerequisite: ACCT 203 or ACCT 204*

Study of the U.S. Internal Revenue Code and related problems of measuring taxable business/corporate income and other related topics.

ACCT 310 Intermediate Accounting I 3 *Prerequisite: ACCT 203 or 204*

Covers Generally Accepted Accounting Principles (GAAP) in relation to 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 other related topics.

ACCT 320 Cost Accounting I 3 *Prerequisite: ACCT 203 or 204*

Covers cost accounting systems, job and process cost systems, cost accumulations, planning, and control of costs and other related topics.

ACCT 326 Cost Accounting II 3 *Prerequisite: ACCT 203 or 204 and ACCT 320*

Continues the coverage of cost systems, budgeting, standard costs, cost analysis, profit analysis, and other related topics.

ACCT 350 Intermediate Accounting II..... 3

Prerequisite: ACCT 203 or 204 and ACCT 310

Covers generally accepted accounting principles in relation to investments, leases, income taxes, pensions, earnings per share, accounting changes, financial statement analysis, and other related topics.

ACCT 390 Topics in Accounting Leadership1-3

Prerequisite: BSAD 200

This course examines the current leadership literature and traces the development of leadership theory. It stresses the strategic nature of leadership and its role in the diverse global contemporary organizations of today and into tomorrow. This course is offered to allow student opportunities to understand the complexities of leadership and how to address each leadership issue and initiative.

ACCT 409 Financial Statement Analysis..... 3

Prerequisite: ACCT 203 or 204 and BSAD 321

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 other related topics.

ACCT 410 Auditing 3

Prerequisite: ACCT 201, ACCT 204, ACCT 310, and ACCT 350

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 other related topics.

ACCT 458 Accounting Information Systems..... 3

Prerequisite: ACCT 201

This course relates to use of different software in Accounting/Business environment. Including Excel, QuickBooks, etc. This class will include hands-on practice in the lab.

AFRICANA STUDIES (AFST)**AFST 100 Intro to Africana Studies 3**

This course introduces students to the content and contours of Africana Studies as a field of study--its genealogy, development, and future challenges. The course focuses on historic and contemporary experiences of African-descended peoples in the Americas, particularly the United States, the Caribbean, and Latin America. We will also give some attention to how members of the Diaspora remember and encounter Africa, and to how Africans respond to the history of enslavement, colonialism, apartheid, racism and globalization. In addition to literature and research, film, music, photography, and artwork will be used to develop a critical understanding of the African Diaspora.

AFST 303 Intro to Black Women's Studies 3

Prerequisite: ENG 110 I and ENG 110 II

Introduction to Black Women's Studies focuses on the history of women in Africa and the black diaspora. This course encourages students to grapple with black women's lived realities, political engagement, and social interactions within the U.S. and the Caribbean. Throughout the semester, we will explore the histories of myriad groups of black women and their conceptions of black womanhood, as well as how these conceptions are expressed among and between black women from these cultures. Discussion of the intersection of these concepts, in concert with the multiple aspects/identities each woman possesses (e.g. class, ability, age, weight, etc.), will help expose the varying narratives of black women. Essentially, this course seeks to engage in intelligent cultural exchange in order to promote an awareness, understanding, and acknowledgment of the breadth of black women's experiences within and outside of the U. S. In this discussion-based course, students will discuss readings from both scholarly texts and current events (via news articles, TED Talks, advertisements, music/music videos, etc.)

AFST 307 Research Methods in Africana..... 3

This course examines research methods in Africana Studies and focuses on teaching students how to frame arguments and best practices on researching Africanist artifacts and phenomena. A primary aim of CMS 0307 (equivalent course to AFST 307) is to demonstrate research methods in the humanities as applied to racial-cultural artifacts, diversity, inclusion, and exclusion. Students will learn how to develop research skills, methods and approaches to contemporary African phenomenon.

COURSE DESCRIPTIONS

AFST 308 Black Women and Pop Culture 3 *Prerequisite: ENG 110 I and ENG 110 II*

This course uses Beyonce's "Get Me Bodied" to enter into lyrical and visual analyses of music videos of some of the U.S. and Caribbean's top pop icons. Our main inquiry will be how the intersections of varying black female identities and interpretations of femininity constrain or enhance the portrayal of black women in the lyrics of successful/ relevant artists in question. Themes under discussion will include: skin color and success, the discussion of the black female body as artistic and commercial prop, the male gaze, black female sexuality, black women and power, female objectification, black womanhood, the intersection of blackness and femininity, blackness and beauty, and transwomen in pop music. These topics are the lenses through which we will analyze the relationships showcased between and among black women in the music industry. Readings will consist of theoretical texts as well as texts on contemporary events (e.g., news articles, TED Talks, advertisements, etc.)

AFST 307 Research Methods in Africana..... 3 *Prerequisite: AFST 100 (grade C or better)*

This course examines research methods in Africana Studies and focuses on teaching students how to frame arguments and best practices on researching Africanist artifacts and phenomena. A primary aim of AFST 307 is to demonstrate research methods in the humanities as applied to racio-cultural artifacts, diversity, inclusion, and exclusion. Students will learn how to develop research skills, methods and approaches to contemporary African phenomenon.

AFST 310 Communication and Hip Hop 3 *Prerequisite: ENG 110 I*

Birthered in the 1960s and before, hip hop has become one of the largest and farthest-reaching social movements at the start of the 21st century. This course is designed to examine hip hop's journey and the historical, political, racial, economic, and social importance of hip hop culture.

ART (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 150 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 for the purpose of defining styles, developing theories, and engaging 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 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 209

Students will use their prior photographic knowledge to become aware of the aesthetics and history of photography and produce a portfolio that exhibits thoughtful 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

This class will explore the creative process using paper in two and three dimensional designs. Students will explore the inherent appeal of paper and illustrative medium. Primary techniques of curling, scoring and folding will be emphasized.

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..... 1

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 1

BIO 120 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 essential.

BIO 131 Intro to Biology Lecture 3

Concurrent enrollment: BIO 132

BIO 131 is an online lecture that complements the BIO 132 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 organisms), enzymes and energy, genes, gene expression and regulation, and the basic principles of evolution and ecology.

BIO 132 Introduction to Biology (Lab) 2

Concurrent enrollment: BIO 131

BIO 132 is an online lab course that complements the BIO 131 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 study of 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.

BIO 141 Principles of Biology..... 3

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 and life forms, structure and function from the molecular and cellular to ecosystem level, basic ecological principles, evolution processes, function and structure of systems of the human body, and bioethical issues including medicine and global change.

BIO 152 Biology Survey Laboratory is recommended as an accompanying laboratory course.

COURSE DESCRIPTIONS

BIO 151 Biology Survey (Lecture) 3

This course in general biology focuses on three theories: cell theory, gene theory and evolution theory. This course introduces students to the principal concepts, ideas, and developments in the biological sciences in the endeavor to provide them with a sound and general basis for understanding and appreciating information, principles, and concepts related to scientific inquiry, the nature of matter and energy, cells and multicellularity, human organs and systems, heredity, reproduction and development, the origin and evolution of life, the adaptive diversity of life and its relationship to the environment.

Concurrent enrollment in BIO 152 is recommended but not required.

BIO 152 Biology Survey (Laboratory) 2

BIO 152 provides hands-on experience with the fundamental concepts and principles encountered in the lecture part of Biology survey. The emphasis is on dealing with the processes of science such as observing, designing experiments, refining techniques, and presenting and interpreting the results of findings.

Concurrent enrollment in BIO 151 is recommended but not required.

BIO 153 Biology Survey II (Lecture) 3

Concurrent enrollment: BIO 154

*Prerequisite: BIO 151 and BIO 152 (grade of C or better).
BIO 141 may be substituted for BIO 151 with a grade of B or better and departmental permission.*

This course introduces students to the major unifying concepts among the biological sciences; metabolism physiology, organization, genetics, evolution and ecology. Required for students completing the Teacher Education Program-Unified Science: Biology.

BIO 154 Biology Survey II (Laboratory)..... 2

Concurrent enrollment: BIO 153

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.

BIO 200 Botany 3

Prerequisite: BIO 153 and BIO 154 (grade C or better)

BIO 200 is an introductory study to the plant kingdom, including a laboratory experience. The emphasis is on the flowering plants.

BIO 201 Plants and People 3

This course examines economically important plants and explores the link between plants and people. Specific objectives of this course will be to understand 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 Principles of Cell Biology 3

*Prerequisite: BIO 151 and BIO 152 (Grade of C or better).
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, protein construction and trafficking, mitochondrial and chloroplast function, cell signaling pathways, cell reproduction, information storage and processing, and gene regulation. This course prepares students for more advanced courses in biology and 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

This is an introductory course about the necessary food nutrients and their relation to human health. The course covers the types, sources, and metabolic function of food nutrients, including minerals, vitamins and fluids. Other topics include variation in normal diets, recommended daily allowances, alternative and therapeutic diets, sports diets, hunger and malnutrition, nutrition disorders, alcohol use, eating disorders, building nutritional health skills and choices, and healthy weight management. The student will analyze their own eating habits over the semester. Required for students who will transfer 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..... 3

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)..... 3

Prerequisite: BIO 151 and BIO 152 (Grade of C+ or better). BIO 141 may be substituted for 151 with a grade of B or better and departmental permission / Co-requisite: BIO 202

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

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 the 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: BIO 153 and BIO 154 (grade C or better)

A study of the biology of animals with a backbone, the vertebrates, emphasizing understanding the diversity, life history, ecology, evolution, and special adaptations of vertebrates. Field trips will include local zoos.

BIO 210 Invertebrate Zoology 3

Prerequisite: BIO 153 and BIO 154 (grade C or better)

BIO 0210 is an introductory study of the invertebrate animals of the animal kingdom as well as the protozoans. A laboratory experience is included. The emphasis is on the structure-function relationship and the phylogeny of the groups.

BIO 211 Fieldwork in Sustainable Urban Agriculture... 3

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.

COURSE DESCRIPTIONS

BIO 213 Greenhouse Management..... 3

In this course students are introduced to the technology used in production of greenhouse plants include heating and cooling, crop nutrition, and light control. 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. Fish management and breeding and the fundamentals of aquaponics will be taught.

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

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

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, mitigating 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.

BIO 224 Ornithology 3

Prerequisite: BIO 153 and BIO 154 (grade C or better) 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.

BIO 227 Intro to Occupational Therapy..... 3

This course introduces occupational therapy as dynamic healthcare profession that strives to maximize function and quality of life for individuals of varying abilities across the lifespan. Occupational therapy includes three categories of occupation: productive activity (such as work, volunteering, and schoolwork), self-care, and leisure. We will examine the effects of environment, health conditions and activity on well-being. This course will explore the historical evolution of OT as well as current research and practice across the continuum of services including prevention and community health. Teaching techniques will include lectures, discussions, videos, and panels.

BIO 230 Local Flora 3

Prerequisite: BIO 141 or BIO 151, and BIO 152, or departmental permission.

BIO 230 is a study of the taxonomy and systematics of the vascular plants. The emphasis is on the flora of Missouri. Field study and field identification of flowering plants is required.

BIO 240 Science and Technology 3

The emphasis is on the evolutionary nature of science and technology as cultural enterprises and on the impact they have had on the culture.

Students should take 8 semester hours in science (biological and physical), 3 semester hours in computer science, and 3 credit hours in history prior to taking this course.

BIO 246 Medical Terminology 3

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 basic 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 (grade C or better)

This course will introduce students to basic concepts and 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 280 L Introduction to Neurobiology Lab 2

Prerequisite: BIO 151 (grade C or better)

Students will gain both dissection and experiential techniques of neuroscience when taken concurrently with BIO 280. 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. This course lays a foundation for advanced coursework in neuroscience.

BIO 301 Human Parasitology 3

Prerequisite: BIO 154 (grade C or better)

BIO 301 is a study of parasitic protists, worms, and arthropods, and the disease states they may induce. The parasites will be examined in relationship to human and other animal hosts. Laboratory activities are involved.

BIO 303 Ecology 3

Prerequisite: BIO 153 and BIO 154 (grade C or better) / Concurrent enrollment: BIO 311

BIO 303 is a quantitative field oriented analytical and evaluative study of natural systems with emphases on populations and communities. Field trips are used to collect data and laboratory time is spent working-up the data.

BIO 305 Evolution 3

Prerequisite: BIO 153 and BIO 154 (grade C or better)

Evolution is a course designed for Biology majors and minors, and for students seeking Unified Science Certification. The course considers the history of evolution from mainly around the time of Charles Darwin in the mid 1800's to the present time. Contributions of other fields to the understanding of biological evolution are also covered. Topics include natural selection, microevolution, macroevolution, coevolution, evidences of evolution, and many others related to a coherent understanding. Some laboratory activities are included.

BIO 308 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: BIO 202 (grade C or better) / Concurrent enrollment: BIO 319

BIO 310 I is an analytical and evaluative study of the structure and function of the human organism. Laboratory activities are included.

BIO 310 II Human Anatomy and Physiology II..... 3

Prerequisite: BIO 310 I (grade of C or better) / Concurrent enrollment: BIO 321

A continuation of Anatomy and Physiology I, this course is a comprehensive anatomical, cellular, and physiological study of the heart, digestive, circulatory, lymphatic, urinary, reproductive and respiratory systems. Laboratory activities are included.

COURSE DESCRIPTIONS

BIO 311 Ecology (Lab) 2

Prerequisite: BIO 153 and BIO 154 (grade C or better) / Concurrent enrollment: BIO 303

This laboratory course reinforces and complements the lecture topics presented in BIO 303, Ecology. Concepts covered in lecture are brought to life in practical and hands-on experiences, including field trips, sampling techniques, data analysis and mathematical modeling. Subjects covered include abiotic and biotic components of ecosystems, water chemistry, vegetation analysis, population biology, biodiversity, sampling techniques, data analysis, and mathematical modeling.

BIO 312 Introduction to Microbiology 3

Prerequisite: BIO 202 (grade C or better) / Concurrent enrollment: BIO 332

BIO 312 is an introduction to the methodology utilized in the study of the microorganisms with emphasis on the bacteria. Laboratory activities are involved.

BIO 313 Environmental Science 3

Prerequisite: BIO 151 and BIO 152 (grade C or better)

Students will understand how humans interact with nature in the areas of resource use, conservation, and global environmental impact and problems. Course includes study of ecosystems and geochemical cycles, biodiversity, overviews of population and community ecology, and resources such as water, soil, minerals, wildlife, and energy. Discussion topics include resource management, food production, human population dynamics, energy issues, and global issues such as climate change, loss of biodiversity, pollution, and deforestation.

BIO 316 Urban Ecosystems (Lecture) 3

Prerequisite: BIO 303 and BIO 311 (grade C or better)

This course explores environmental issues that specifically relate to the urban scene. The focus is on understanding basic ecological dynamics of urban and suburban areas. Topics discussed include urban flora and fauna, climate, and pollutant effects on quality of life. Factors allowing wild plants and animals to survive/thrive in built environments which can also create more livable spaces will be studied. Students will also be given an outline of landscape ecology.

BIO 317 Urban Ecosystems (Lab) 2

Prerequisite: BIO 303 and BIO 311 (grade C or better) / Concurrent enrollment: BIO 316

This laboratory complements the urban ecosystems lecture class. Lab assignments include experiments, field trips, and projects using mapping and software modeling programs.

BIO 318 Urban Health Science 3

This course focuses on the health and associated lifestyle issues faced by inhabitants of the urban environment, as well as special public health concerns that are unique to the development of cities.

BIO 319 Human Anatomy & Physiology I (Lab) 2

Prerequisite: BIO 202 (grade C or better) / Concurrent enrollment: BIO 310 I

The course will include dissections, observations, experimental exercises, and specimen study. Field trips to a medical school or other Anatomy and Physiology related workshops will also be a part of this course.

BIO 321 Human Anatomy & Physiology II (Lab) 2

Prerequisite: BIO 310 I (grade C or better) / Concurrent enrollment: BIO 310 II

This laboratory course reinforces and complements the lecture topics presented in BIO 310 II. The course will include dissections, observations, experimental exercises, and specimen study. Field trips to a medical school or other Anatomy and Physiology related workshops will also be a part of this course.

BIO 322 Kinesiology 3

Prerequisite: BIO 151 or PED 202

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: ECON 203 or ECON 204 (D or better)

This course covers a disciplinary field of academic research that addresses the interdependence between human economies and natural ecosystems. It discusses how to operate an economy within the ecological constraints of earth's natural resources. Ecological economics is defined by its focus on nature, justice, and time (per economist Malte Faber). Issues of intergenerational equity, irreversibility of environmental change, uncertainty of long-term outcomes, and sustainable development guide ecological economic analysis and valuation. The possibility of jobs in the 'green industry' will be outlined as a future of sustainable living.

BIO 324 Environmental Policy 3
(Students can take either BIO 324 or SUE 324, but not both for credit.)

This course deals with actions to manage human activities with a view to prevent, reduce, or mitigate harmful effects on nature and natural resources, ensuring that man-made changes to the environment do not have harmful effects on humans.

BIO 332 Microbiology (Lab)..... 2
Prerequisite: BIO 202 (grade C or better) / Concurrent enrollment: BIO 312

This laboratory course reinforces and complements the lecture topics presented in BIO 312 Introduction to Microbiology. 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.

BIO 337 Horticulture..... 3
Prerequisite: BIO 153 or BIO 154 (grade C-or better)

This course focuses on the concepts of plant growth and development for the purpose of producing and utilizing a multitude 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 budding will be discussed. The benefits of horticulture including food and nutrition, sustainable living, environmental purification, aesthetic, and health benefits will also be emphasized.

BIO 340 Immunology 3
Prerequisite: BIO 202 (grade C-or better)

The basic principles and applications of immunology in the practice of science and medicine will be reviewed. Lecture topics will include the innate and adaptive immune system, antigens and antibodies, immune cells and tissue functions, and signal transductions pathways. Specialized topics including transplantation rejection, autoimmunity, and acquired immunodeficiency syndrome (AIDS) will also be reviewed.

BIO 402 Conservation Biology 3
Prerequisite: BIO 303 and BIO 311 (grade C or better)

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

This 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.

Note: Students are required to have 85 earned credit hours or Department Consent

BIO 404 Internship in Sustainability 3

This is a capstone course that provides the student the opportunity to intern with another institution in the field of Sustainability and Urban Ecology. This can include projects involving recycling, urban gardens, energy conservation, pollution control, etc.

Note: Students are required to have 85 earned credit hours or Department Consent

BIO 414 Genetics 3
Prerequisite: BIO 202 (grade C or better)

BIO 414 is an analytical and quantitative study of the mechanics of inheritance. Emphasis is on the biochemical and evolutionary basis for the action of genes. Laboratory activities are involved. It is recommended that students enroll in BIO 415 Genetics Lab.

COURSE DESCRIPTIONS

BIO 415 Genetics Lab..... 2

Prerequisite: BIO 202 (grade C or better)

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 and BIO 303 (grade C or better in both courses)

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 geospatial data 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: BIO 414 (grade C or better) / or concurrent enrollment in BIO 414 / Co-requisite BIO 433

The goal of Developmental Biology is to introduce students to the fundamental and remarkable mechanisms that create 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 is capable of maturing only to begin the process anew by reproduction. Developmental Biology will integrate modern approaches and knowledge to supplement material presented in the textbook. Students will appreciate the conservation and developmental processes across diverse species and how Developmental Biology continues to impact scientific and medical discoveries.

BIO 433 Developmental Biology (Lab) 2

Prerequisite: BIO 414 (grade C or better) / or concurrent enrollment in BIO 414 / Co-requisite BIO 432

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, and immunolabeling. Students will conduct at least one large-scale experiment using a representative invertebrate model system.

BIO 471 Independent Research1-3

Applied Research will involve the practice of inquiry-driven research and critical thinking. Basic technical, computational, and/or analytical skills will be acquired. Fundamental knowledge in the field of study will be gained by completing a literature review. The research study will be determined by the instructor's field of expertise. Written and/or oral presentations of the research study will be encouraged.

Note: Students should have a cumulative GPA of 3.0 in BIO courses, and permission of the instructor

BIO 490 Topics in Biology1-3

From time to time, other courses are offered on topics of current interest within the field of Biology.

Note: Students should get permission of instructor or department.

BIO 491 Senior Synthesis in Urban Ecology..... 3

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.

Note: Students should have at least 85 earned credit hours, or departmental permission

BIO 495 Internship in Biology 3

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 field.

Note: Students should get permission of instructor or department.

BUSINESS ADMINISTRATION (BSAD)

BSAD 109 Introduction to Business Communication.. 3

In this basic course students will develop an awareness and appreciation of effective business communication. The course requires students to compose speeches, present various delivery methods, and analyze formal business speeches presented by others.

BSAD 200 Introduction to Business..... 3

This course covers fundamental aspects of American business including the private enterprise system, forms of business, finance, marketing, human resources, accounting, government regulations, and other related topics.

BSAD 203 Business Calculus 3

Prerequisite: MATH 135 or MATH 136

This course covers the applications of functions, graphs, limits, exponential and logarithmic function, differentiation and integration. Students will learn techniques and applications of integration, partial derivatives, optimization, and the calculus of several variables.

BSAD 220 Legal Environment of Business..... 3

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 owned, small, and minority/ women-owned businesses. Students will explore the origin of law, the classification of law, courts and procedures, torts, contracts, criminal law, negotiable instruments, secured transactions, bankruptcy law, employment law and employment discrimination, anti-trust law, real property law, environmental law and the impact of the Internet and technology on the law and other related topics.

BSAD 225 Diversity and Business Ethics..... 3

Examines major ethical laws and moral considerations of corporate conduct and social responsibility as well as the complexities of managing a diverse workforce.

BSAD 302 Entrepreneurship..... 3

This course covers the role and function of entrepreneurs and entrepreneurship in the free market economy. Students examine personal and commercial strategies to establish new business ventures, and related topics.

BSAD 315 Business Statistics 3

Prerequisite: MATH 203

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 other related topics.

BSAD 321 Business Finance..... 3

Prerequisite: ACCT 203 or 204 and BSAD 315

This course covers the financial environment, financial statements and planning, working capital management, capital budgeting, and other related topics.

BSAD 325 Personal Finance 3

Prerequisite: BSAD 321 (grade C or better)

This course covers personal budgeting, investments, insurance, real estate, credit, and taxation. These are the fundamental principles needed to manage individual and family income, expenditures, and savings necessary to meet present and future plans, retirement, estate planning, and other related topics.

BSAD 365 Global Entrepreneurship Ventures Externship..... 3

Prerequisite: BSAD 302 and MGMT 355 (grade C or better for both)

This course covers the role and functions of entrepreneurship in other countries 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.

COURSE DESCRIPTIONS

BSAD 390 Topics in Business Leadership.....1-3 *Prerequisite: MGMT 350*

This course examines the current leadership literature and traces the development of leadership theory. It stresses the strategic nature of leadership and its role in the diverse global contemporary organizations of today and into tomorrow. This course is offered to allow student opportunities to understand the complexities of leadership and how to address each leadership issue and initiative.

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 other related topics.

BSAD 440 Budgeting and Cash Management 3 *Prerequisite: BSAD 321 (grade C or better)*

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 other related topics.

BSAD 445 Small Business Budgeting and Cash Management 3 *Prerequisite: BSAD 321 (grade C or better)*

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 of the small business.

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 a sustainable competitive advantage and other related topics.

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.

BSAD 458 Accounting Information Systems 3 *Prerequisite: ACCT 203 or 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. This course is offered to allow student opportunities to understand the complexities of leadership and how to address each leadership issue and initiative.

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 other related topics.

BSAD 480 Business Policy and Strategy 3 *Prerequisite: BSAD 455*

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.

NOTE: Students are required to be at their graduating semester and secure the Department Chair's approval to register for the course.

BSAD 495 General Business Internship..... 3

This is an internship at an approved site and is a practical learning experience in the field of general business designed to bridge the gap between the classroom and the business world.

NOTE: Senior standing. Students must complete a minimum of 90 hours to qualify for an internship.

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 Middle School Science and Secondary Biology may not take this course.

CHEM 152 Fundamentals of Chemistry (Lab) 2

An introduction to some of the important principles and methods of chemistry with, applications to the more common elements. Students majoring in Middle School Science and Secondary Biology may not take this course.

CHEM 255 General Chemistry (Lecture)..... 3 *Prerequisite: MATH 135 or MATH 165 or MATH 170*

This course is structured to provide a general background or knowledge base in chemistry, both theoretical as well as descriptive, including 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.

CHEM 256 General Chemistry (Lab)..... 2 *Prerequisite: MATH 135 or MATH 165 or MATH 170*

This course is structured to supplement a General Chemistry course 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.

CHEM 257 General Chemistry II (Lecture)..... 3 *Prerequisite: CHEM 255 and MATH 135 or MATH 165 or MATH 170 | Concurrent Enrollment CHEM 258*

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.

CHEM 258 General Chemistry II (Lab) 2 *Prerequisite: CHEM 256 | Concurrent Enrollment CHEM 257*

CHEM 258 is a continuation of CHEM 256 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 257 lectures.

CHEM 260 I Organic Chemistry I 5 *Prerequisite: CHEM 255 and CHEM 256 (grade C or better)*

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, alcohol, aldehydes, acids, etc. Laboratory activities will introduce students to methods in organic chemistry such as separation and purification.

CHEM 260 II Organic Chemistry II..... 5 *Prerequisite: CHEM 260 i (grade C or better)*

Organic Chemistry II is a continuation of Organic Chemistry I and introduction to the chemistry of organic compounds, their structure, synthesis, reaction mechanisms, and characterization/identification properties. The course will course cover certain areas of organic in greater detail and depth than the prerequisite course. Chem 260 I, with special emphasis on major classes of organic reactions surveyed from a mechanistic perspective, and relationship of organic reactions to biological applications to illustrate the biomedical and industrial roles of organic chemistry. The laboratory will include organic synthesis, isolation, and purification/identification techniques.

CHEM 270 Biochemistry 3 *Prerequisite: CHEM 260 (grade C or better)*

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.

COURSE DESCRIPTIONS

CHEM 301 Environmental Chemistry 4

Prerequisites: CHEM 255, CHEM 256, and CHEM 257

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.

COMMUNICATIONS (CMS)

CMS 210 Black Cinema 3

Prerequisite: ENG 110 I (grade C+ or better)

This course examines the historical and social evolution of Blacks in the film industry. It traces the impact of African-Americans as actors, technicians, directors, producers, and audiences of short and feature-length films. This section is writing and speaking intensive.

CMS 300 Interpersonal Communication..... 3

This course examines basic verbal and nonverbal concepts affecting the communication process in various interpersonal contexts. Requires participation in written and oral activities designed to develop and improve interpersonal skills. Includes perspective-taking, relationship and conversation management, effective listening conflict management, communication climate, communication anxiety, and cultural/gender differences in interpersonal communication.

CMS 301 Intercultural Communication 3

Prerequisite: SPCH 109 (grade C or better)

This course serves as an introduction to foundational and contemporary concepts, practices, and processes of intercultural communication, methods of critical intercultural analysis, and the scholarly field of intercultural communication. Students in this course will engage in a critical assessment of intercultural communication theories and applications with the explicit goal of addressing issues of social justice and ethical, mindful, and self-reflective intercultural practices. This course will address topics ranging from the contested nature of culture and cultural definitions; privilege, power, and oppression in historical and contemporary U.S. society; globalization, transnational conflict, and modern technological influences in intercultural practices; representation of cultures and identities in popular media; and the relationship between language, power, and culture.

CMS 303 Communication Theory..... 3

Prerequisite: SPCH 109 (grade C or better)

An introduction of communication theory. The objective is to apply communication theory and evaluate communication situations. The basic theories of human communication, mass communication, and new media and technology are explored. Focus is on the relationships among communication theory, research, and practice. Topics include intra- and interpersonal communication, public communication, mass media, and contemporary issues associated with mediated communication.

CMS 304 Organizational Communication 3

Prerequisite: SPCH 109 (grade C or better)

This course is especially for students entering business, health care, and educational settings who are assuming or aspiring to positions of leadership. Through case studies and class discussion, course work focuses on strengthening communication competency in presentation skills, persuasive ability (i.e., marketing and sales), leadership in meetings, and problem-solving skills.

CMS 306 Nonverbal Communication 3

Prerequisite: SPCH 109 (grade C or better)

This course provides a foundation and the building blocks for exploring the definitions, characteristics and roles of nonverbal cues and codes in creating and maintaining communication in a variety of contexts. The course will take a special look at how culture influences the meaning of different nonverbal cues and codes. The course will focus on developing your knowledge and skills in understanding, analyzing, synthesizing and applying nonverbal communication principles and practices.

CMS 307 Research Methods in Africana 3

This course examines research methods in Africana Studies and focuses on teaching students how to frame arguments and best practices on researching Africanist artifacts and phenomena. A primary aim of CMS 307 (equivalent course to AFST 307) is to demonstrate research methods in the humanities as applied to racial-cultural artifacts, diversity, inclusion, and exclusion. Students will learn how to develop research skills, methods and approaches to contemporary African phenomenon.

CMS 400 Rhetorical Theory and Criticism 3

Prerequisite: CMS 303 (grade C or better)

Students will theorize about and analyze various forms of symbolic action-media, rhetoric, and relational dynamics- and treat subjects including elective politics, law, social protest, globalization, history, and conflict and negotiation, and culture, the latter including public memory, consumerism, identity formation, gender, race, and class.

CMS 401 Communication Ethics..... 3

Prerequisite: CMS 303 (grade C or better)

This is a course about the ethics of media. It provides students with an introduction to the different philosophical views of ethics; a critical examination of the rights, responsibilities, limitations, and abuses of media on democracies such as Canada and the United States; and an analysis of emerging pressures to redefine media as a reliable, responsible process of accurate reportage and critical commentary on our society.

CMS 402 Mass Media and Society 3

Prerequisite: CMS 303 (grade C or better)

This course takes an empirical look at the impact of mass media on individuals and society. First, an overview of the history of media effects research will be presented. Focus will be placed on the paradigm shifts of media effects and the implications of these changes for understanding how individuals are influenced by mass media. Second, the major theoretical perspectives used to explain the influences of mass media (e.g., priming theory, social cognitive theory) as well as the methods employed to test such effects (e.g., content analysis, surveys, experiments, longitudinal studies) will be discussed. Third, and most importantly, a substantial portion of the course content will focus on the intended and unintended effects of different types of media content on individuals and society.

CMS 404 African American Rhetoric 3

Prerequisite: CMS 303 (grade C or better)

This course will utilize the practical tools of rhetorical criticism to examine, attempt to understand and analyze the advocacy and discourse of African Americans throughout USA history. The methods utilized will include classical and contemporary African rhetorical theories as well as classical and contemporary theories of rhetorical analysis. Students will choose specific speakers and engage in a rhetorical criticism of some element of the disclosure of that speaker.

CMS 405 African American Communication 3

Prerequisite: CMS 303 (grade C or better)

African American communication explores the ways messages, verbal and non-verbal, produce, maintain, transform and repair reality for Black community members over-the-media and in interpersonal contexts. As such, the course explores the significance of discursive in over-the-media and in human interaction. The course aims to develop intercultural communication competency in this subject area. This is accomplished this as students examine the ways in which Black/African American identities have been discursively and socially constructed, sustained, problematized, celebrated, and enacted in media, institutional, and societal settings. The dynamic process of acquiring, managing and executing the rhetorical qualities, patterns of thinking, value, assumptions, and concepts which constitutes subjective culture are explored.

COURSE DESCRIPTIONS

CMS 406 Social Media 3

Prerequisite: CMS 303 (grade C or better)

Social media services such as Facebook and X (formerly known as Twitter) represent a class of communication platforms that have become interwoven into the everyday lives of millions of people around the world. In this course we will draw on competing communication perspectives to explore the reasons behind the widespread popularity of these platforms. In doing so students will consider the role of individual choice, social influence, technological influence, and how these three perspectives can be combined. Students will further explore the implications of social media for personal relationships, youth culture, organizations, social research, and personal privacy.

CMS 407 Strategic Communication..... 3

Prerequisite: CMS 303 (grade C or better)

An introductory course in all phases of integrated strategic communication and its role in contemporary business and society. Includes an historical and sociocultural overview of advertising, public relations, sales promotion and direct response marketing as well as an exploration of their interrelationships. This course covers strategic planning for integrated communication, message approaches and their foundations in theories of persuasion and information processing, and characteristics of message delivery systems. This course provides a discussion of ethics and regulation, and the economic and social impact of industries.

CMS 408 Gender Communication 3

Prerequisite: CMS 303 (grade C or better)

In this course students will explore both the personal and social dimensions of gender, communication, and culture, and how all three interact in our lives. Students will also examine how culture sculpts gender and communication; how gender shapes communication and culture; and how communication creates, reproduces, sustains, and sometimes challenges the meaning of gender and, with that, cultural structures and practices.

CMS 409 Health Communication 3

Designed to help students identify, analyze, and apply concepts, theories, and methodologies related to health communication in various settings and at various levels of influence. Emphasis will be placed on learning how to design, communicate and evaluate effective health promotion messages.

CMS 410 International Communication 3

Prerequisite: CMS 303 (grade C or better)

This course is designed to familiarize students with an historical and theoretical approach to International Communication. Along the way, students will cover the issues that normally are considered under that rubric, including international information flows, global media systems, and the role of culture and communication in globalization. Students will look in depth at a few case studies of international communication issues in an attempt to better understand the way in which global media and international communication shape politics.

CMS 411 Afrofuturism..... 3

Prerequisite: CMS 303 (grade C or better)

Afrofuturism, a term that refers to the ways in which Black cultural producers participate in shaping the future through the melding of art and technology, is a vibrant and rapidly expanding field of cultural production and critique. Octavia Butler, Sun Ra, and Ishmael Reed are just some of the most recognizable figures of Afrofuturism - as their art, music, literature have expanded the boundaries of how we understand the intersection of technology, communication, Black art and culture, particularly in reference to futuristic themes and discourse. In this course, students will delve into the world of Afrofuturism, tracing its trajectory in African American literature, visual rhetoric and culture from the nineteenth century to the present. Students will pay particular attention to the transgressive literary styles of Black science fiction and fantasy and the ways in which Afrofuturism reflects the complicated techno-politics of envisioning the future.

CMS 490 Communication Internship 3

Prerequisite: SPCH 109, CMS 300, CMS 401 (grade C or better in all)

The goal of this course is for students to reflect critically and constructively on their academic experience and figure out how to advance their knowledge with an internship. This includes figuring out how the internship relates to the student's coursework in Communication, professional skills, career goals, and sense of what it means to have meaningful work that contributes to personal developments and political and social concern. Students are encouraged to see the internship in terms of how they would like to pursue work that matters in the world. In order to accomplish this goal students will complete various assignments and some amount of background research on the professional and academic resources available to them as they use their

internship experience to move forward professionally and intellectually.

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.

COMPUTER SCIENCE (CSC)

CSC 160 Introduction to Computing 3 *Prerequisite: MATH 150, MATH 165, or MATH 250 (grade C or better)*

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 development, 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. Some projects will require some understanding of probability and statistics.

CSC 217 Logical Methods..... 3

This course will familiarize students with concepts that will facilitate programming, and in that connection, appropriate applications examples will be given. The major topics that will be covered are: data processing, flow charting, pseudo coding, and decision tables.

CSC 223 Intro to Visual Basic Programming..... 3 *Prerequisite: CED 104*

Introduces programming of Windows applications using Visual Basic. Topics include variables, data types, program control, procedures, forms, and standard controls.

CSC 233 Intro to C++ 3 *Prerequisite: CED 104 or CSC 217*

Introduces programming using C++. Topics include variables, data types, program control, functions, arrays, structure, stream I/O.

CSC 252 Data Structures and Algorithms..... 3 *Prerequisites: CSC 160 (grade B- or better) or MATH 270 and MATH 201 (grade C or better in both)*

This is a combined lecture and lab course which serves as a continuation of CSC 160. 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 Introduction to Programming 3

This is a combined lecture and lab course which serves as an introduction to the logic and process of computer programming with 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.

CSC 275 Computational Modeling 3 *Prerequisites: CSC 160 (grade B or better) or MATH 150, MATH 201, and MATH 270 (grade C or better in all)*

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 323 Advanced Visual Basic Programming 3 *Prerequisites: CSC 223*

Topics include modules, graphics, timer control, file processing, run-time error handling, accessing databases with the database controls, user interface design concepts.

COURSE DESCRIPTIONS

CSC 336 Statistical Applications Using a Microcomputer 3

This course includes a general introduction to descriptive and inferential statistics. Experience is provided with various statistical applications using the microcomputer for processing the data.

CSC 340 Object Oriented Programming C++ 3 *Prerequisites: CSC 233*

Topics include pointers, classes and data abstraction, dynamic memory allocation, operator overloading, inheritance and polymorphism, templates, data structures.

CSC 350 Intro to Networks & Data Communication ... 3 *Prerequisites: CED 104*

Topics include basic client-server application concepts; structure of networks; role of communications protocols; and data compression and encryption.

CSC 382 Troubleshooting Microcomputers & Peripherals 3

This course is designed to provide elementary troubleshooting capability for the microcomputer user. Various system test features commonly found will be presented. Diagnostics and printer malfunction analysis as well as memory checks will all be included in this course.

CSC 490 Topics in Computer Science 3

This course will involve the study of a special topic or topical material in Computer Science selected by the instructor and of interest and relevance to the student. This course may be repeated for credit.

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.

CRJ 110 The Criminal Law..... 3

This course surveys criminal law, criminal procedure, and the judiciary in the United States. Crimes 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*

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

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 (grade C or better)

This course introduces students to the structure and 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 (grade C or better)*

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 100 (grade C or better)

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

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 100

This course will provide students with an introductory overview of the use of forensic science in the field of Criminal Justice. Students will be introduced to topics such as the science of fingerprint analysis, blood splatter interpretation, forensic entomology, and forensic odontology.

CRJ 260 Police Supervision and Personnel 3

Prerequisite: CRJ 231 (grade C or better)

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 (grade C or better)

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 300 Correctional Management & Administration 3

Prerequisite: CRJ 100 (grade C or better)

Covers principles and practices in the effective management and administration of incarceration institutions. Studies jail and prison operations and procedure guidelines as well as problems encountered in the classification, care and treatment of incarcerated offenders.

CRJ 340 Criminal Justice Administration..... 3

Prerequisite: CRJ 100 (grade C or better)

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.

CRJ 353 Crime Prevention..... 3

Prerequisite: CRJ 100 (grade C or better)

Explores traditional and nontraditional methods of personal safety, loss prevention, assets protection, and institutional security.

CRJ 354 White Collar Crime 3

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 pertaining to these crimes will also be covered.

CRJ 360 Drug Abuse & the Criminal Justice System 3

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

This course takes a comprehensive look at homeland security and terrorism. It explores the foundation for homeland security, defeating terrorists and their activities, and Homeland Security's response to terrorist threats.

CRJ 370 Urban Juvenile Justice..... 3

Prerequisite: CRJ 100, CRJ 120, and SOC 100

Examines civil and criminal regulations and processes as they are applied to juveniles in the urban setting.

COURSE DESCRIPTIONS

CRJ 380 Comparative Criminal Justice 3 *Prerequisite: CRJ 100 (grade C or better)*

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 Justice1-3 *Prerequisite: CRJ 100 (grade C or better)*

This course will cover various topics as it relates to the field of criminal justice. Topics will be relevant and current as will best practices.

CRJ 400 Psychology of Juvenile Delinquency 3 *Prerequisite: CRJ 370 and PSY 100*

Examines contemporary psychological theories concerning juvenile delinquency. Emphasis will be placed on the emotional, mental, physical, and personal-social factors influencing juvenile delinquency.

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 other related research questions.

CRJ 420 Juvenile Delinquency 3 *Prerequisite: CRJ 120 (grade C or better)*

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 (grade C or better)*

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

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 (grade C or better)*

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

This course covers two constitutional law subjects: governmental powers and civil liberties. It balances historically important cases with current problems. Landmark juvenile cases will be covered.

CRJ 475 Ethics in Criminal Justice 3 *Prerequisite: CRJ 100 (grade C or better)*

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

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.

NOTE: Students must be admitted to the Criminal Justice degree program, have completed at least 90 credit hours of course work, and have taken RM 301 and RM 302.

DEVELOPMENTAL STUDIES (ALG & ENG)

ALG 040 Developmental Algebra 3

ALG 0040 is a self-paced, accelerated introductory algebra course. This course is the culmination of Pre-Algebra, Algebra I and Algebra II. Objectives covered in this course offer a thorough presentation of arithmetic concepts and end with the final topic covered in Algebra II: the quadratic formula. The course is designed for qualified students who are identified by pre-determined placement test scores. Students would take a diagnostic pre-test. This test would identify objectives in which students would be required to master. Students would then complete the required homework, assignments and activities, including periodic tests. They would matriculate through the course at their own pace. Upon completion of all required mastery activities, students must demonstrate mastery by achieving a designated score on the final exam. In order to remain in the course, students must exhibit a high degree of responsibility and self-motivation.

NOTE: Credit hours not counted toward degree completion requirements. Students must receive prior approval based upon ACT and Placement Test scores.

ENG 040 College Prep Reading & Writing 3

This course is designed to prepare and support students for college-level reading and writing assignments. Reading and its integral connection to writing are covered. The course is designed to reinforce effective reading and writing, cognitive, critical thinking, and study skills. The following content is presented: Study skills, reading skills, using visual clues, writing style, appropriate tone, tense, and person consistency, writing paragraphs, purpose identification, grammar and mechanics, researching, writing and sourcing responsibility, proofreading, and more. The incorporation of technology offers a platform for assignments, tutorials, videos, readiness checks, diagnostics, multi-level practice exercises, and support.

NOTE: Credit hours not counted toward degree completion requirements. Students must receive prior approval based upon ACT and Placement Test scores.

ECONOMICS (ECON)

ECON 203 Microeconomics 3

This course covers topics in pricing and output, competition and monopoly, government regulation, institutions, market specialization and exchange, and other related topics.

ECON 204 Macroeconomics 3
Prerequisite: ECON 203 (grade C or better)

This course covers topics in economic growth, income determination, aggregate demand and supply, employment and output, monetary and fiscal policies, and other related topics.

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 other related topics.

COURSE DESCRIPTIONS

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 Economics1-3

Prerequisite: ECON 203

This course will cover various topics as it relates to the field of economics. Topics will be relevant and current as will best practices.

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 120 Structures of Mathematical Systems..... 3

This course is intended for students who are planning to be future elementary educators. It is important to note that this is a pedagogy course. This course will provide future elementary school teachers with the mathematical background and knowledge needed to effectively communicate mathematical concepts to elementary school students. Topics include problem solving, sets, functions, real number systems, statistics and measurement.

NOTE: Program admission not required.

EDUC 121 Structures of Mathematical Systems II 3

Prerequisite: EDUC (grade C or better)

This Course is intended for students who are planning to be future elementary educators. It is important to note that this is not a pedagogy course. This course will provide future elementary school teachers with the mathematical background and knowledge needed to effectively communicate mathematical concepts to elementary school students. Topics included problem solving, sets, functions, real number systems, statistics and measurement. This course covers the study of geometrical mathematical systems and topics from basic probability and statistics.

EDUC 155 Introduction to Africana Studies..... 3

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

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, global education, and the quest for educational excellence and reform. In addition, 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.

EDUC 210 Introductory Field Experience 2

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, and to identify characteristics of the successful teacher and the acceptable mode of personal and professional behavior.

EDUC 212 Intro to Multicultural Education..... 3

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 214 Principles of Economics 3

This course introduces students to the basic principles of micro- and macroeconomics. Students will master the principles essential for understanding economics, specific economic issues, and policy alternatives as they relate to education. Further, students will identify and apply economic perspectives and reason accurately and objectively about economic matters.

EDUC 222 Exploring the Inner City* 3

This course provides students with field experiences in the inner city. Emphasis is placed on helping the student become aware of and develop an understanding of the complex social, cultural, and economic factors that operate within the inner city and significantly affect the lives of the people who live there.

EDUC 223 Computers and Instructional Technology.. 3

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.

EDUC 230 Middle/Junior and Senior High School Philosophy, Organization, and Curriculum..... 3-4

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. In addition, 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.

EDUC 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 personnel. The knowledge obtained in taking this course will assist students in eliciting participation in assessment procedures, developing appropriate educational programs, collaborating with other service providers and establishing relationships with other students. It should assist students in developing empathy for families of students who have a disability, enhance their communication skill 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

Co-requisite: PSY 312 (grade C or better)

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.

EDUC 305 Utilizing Family & Community Resources* 3

This course focuses on recognition that children are best understood in the context of family, culture, and society. Students will experience and develop materials, techniques, and resources as they integrate community health/social service agencies, classroom teachers and parents to enhance the learning of children, with and without disabilities, from diverse cultural, ethnic, and socio-economic backgrounds.

EDUC 307 Music, Art, Movement, Drama, and 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).

COURSE DESCRIPTIONS

EDUC 308 Health, Nutrition, and Safety 3

This course provides opportunities for students to acquire accurate, practical, and comprehensive information related to the physical, social, emotional, and cognitive health of young children. Consideration is given to regulations and procedures applicable to food service 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.

EDUC 309 Emergent Literacy & Language Acquisition* 3

Prerequisite: PSY 310 (grade C or better)

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.

EDUC 311 Early Childhood Principles & Professionalism 3

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.

EDUC 312 Infants & Toddlers: Curriculum, Teaching & Learning* 3

Prerequisite: PSY 310 (grade C or better)

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. This course includes a 30-clock hour practicum in an infant/toddler setting.

EDUC 313 Developmental Learning: Pre-K to Grade 3* 3

Prerequisite: EDUC 311 and PSY 310 (grade C or better for both)

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. This course includes a 15-clock hour practicum in Pre-K settings.

EDUC 314 Communication & Guidance Strategies in Early Childhood Education* 3

Co-requisite: EDUC 311

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.

EDUC 318 Human Relations and Cultural Diversity and Teaching and Learning* 3

Co-requisite: EDUC 311

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 intra- and interpersonal awareness, and cultural diversity when planning instruction.

NOTE: Co-requisite waived for Educational Studies degree

EDUC 321 Teaching Reading and Writing*2-3

This is a major course which prepares students to develop and implement programs of reading and writing instruction for culturally diverse children from kindergarten level through 6th grade. The course is designed to examine whole language and the cognitive connection and classroom application between reading and writing as language processes. Students will learn about theories, goals, and practices of traditional and integrated, holistic reading and writing programs. Varied teaching strategies, materials, curriculum design, and multicultural field experiences and simulated practices are included. A significant portion of this course will be site-based at a Professional Development School (PDS).

EDUC 323 Developmental Reading Problems in Young Children* 3

This course is designed to help students identify and correct reading and language-related problems in young children. Students study methods of diagnostic assessment, and instructional strategies and materials related to such areas of concern as visual discrimination, auditory discrimination, and sequencing.

EDUC 326 Reading Correction & Remediation*.....2-3
Prerequisite: EDUC 321 and EDUC 401 A

This course examines the diagnostic assessment, analysis and correction of reading difficulties in elementary and middle school children. Students will study and learn to administer formal and informal measures, analyze test results, and implement corrective and remedial techniques suitable for classrooms and clinics. Site-based experiences include observations and administration of diagnostic tests. A significant portion of this course will be held on-site at a Professional Development School (PDS).

EDUC 339 Teaching Children's Literature* 3
Concurrent: EDUC 321 and EDUC 342

This course is designed to develop an understanding of the curriculum, methods and materials basic to children's literature in preschool through 6th grade. Students will study all genres of children's literature, selecting and evaluating books, thematic units, storytelling, and contemporary issues related to the course. Students will learn to effectively plan how to utilize trade books in the classroom for instructional enhancement.

EDUC 342 Methods of Teaching Language Arts*..... 2
Concurrent: EDUC 339 and EDUC 321

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.

EDUC 345 Teaching Reading & Writing in Middle School* 3

Co-requisite: EDUC 230

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. (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.

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.

COURSE DESCRIPTIONS

EDUC 347 B 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*.....2-3

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.

EDUC 351 Methods of Teaching Middle & Secondary Mathematics: Applications* 2

Prerequisite: EDUC 401 A or EDUC 401 B and PSY 305 / 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*2-3

Prerequisite: PSY 305, PSY 311, EDUC 230 and EDUC 401 A or EDUC 401 B / Co-requisite: EDUC 353

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.

EDUC 353 Methods of Teaching Middle & Secondary Social Science: Applications* 2
Prerequisite: EDUC 401 A or EDUC 401 B and PSY 305 | Concurrent: EDUC 352

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.

EDUC 354 Methods of Teaching Secondary Biology: Content* 2
Prerequisite: EDUC 401 A or EDUC 401 B and 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 Biology: Applications* 2
Prerequisite: EDUC 401 A or EDUC 401 B | 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.

EDUC 356 Methods of Teaching Secondary English: Content*2-3
Prerequisite: EDUC 401 A or EDUC 401 B, EDUC 230, PSY 305, and 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.

COURSE DESCRIPTIONS

EDUC 357 Methods of Teaching Secondary English: Applications* 2

Prerequisite: EDUC 401 A or EDUC 401 B, and PSY 305 /

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.

EDUC 359 I Methods of Teaching Middle School Mathematics: Content*2-3

Prerequisite: EDUC 401 A or EDUC 401 B, and PSY 305 /

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*2-3

Prerequisite: EDUC 401 A or EDUC 401 B, and PSY 305 /

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.....2-3

Prerequisite: EDUC 401 A or EDUC 401 B, and PSY 305 /

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.

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.

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.

EDUC 380 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.

EDUC 377 Music Methods* 3
Prerequisite: MUS 206

In this course, students apply the music content and skills acquired in MUS 206 in the development of lesson plans for the teaching of music in laboratory teaching situations.

EDUC 378 Social Studies Methods*..... 2
Prerequisite: EDUC 401 A or EDUC 401 B, and PSY 305 /
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.

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.

COURSE DESCRIPTIONS

EDUC 385 Teaching Ethnic Studies in 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 A Classroom Organization & Management for Elementary School..... 3

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 401 B Classroom Organization and Management for Middle & Secondary School..... 3

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

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 402 III Supervised Student Teaching III*.....12

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).

EDUC 402 IV Supervised Provisional Teacher* 3

Students plan and implement instruction activities as they work as the teacher of record in a Pre-K-12 school. They work with teachers, administrators, specialized personnel, and parents in pluralistic settings. Candidates develop techniques that will foster activity, inquiry, collaboration, and supportive interaction in the classroom. Provisional Teachers clinical performance and teaching processes are assessed using components from the state evaluation system. Candidates also receive support with the exit exam.

EDUC 404 I Student Teaching: Paraprofessional I* 4-6

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.

NOTE: Department approval required.

EDUC 404 II Student Teaching: Paraprofessional II*4-6

Prerequisite: EDUC 404 I (grade C or better)

EDUC 404 II is a continuation of the site-based apprenticeship conducted in EDUC 404 I. 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 407 Classroom Assessment of Student Learning*..... 3

This course is designed to ensure that pre-service candidates have mastered the knowledge base other related to assessment, use of data, strategies to improve teaching and learning, and the ethical and legal implication of confidentiality of student records. Candidates will be able to demonstrate how assessment is used in the classroom to improve achievement and how the student, parents, and administrators are involved in the process. The course prepares pre-service candidates to integrate classroom assessment into the instructional planning to improve student learning.

EDUC 408 Practicum in the Diagnosis of Reading Problems* 3

Prerequisite: EDUC 321, EDUC 324, EDUC 326 | Concurrent: EDUC 409

This course provides a series of other 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 324, EDUC 326 | 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*2-3

Prerequisite: EDUC 401 A, MATH 120, MATH 135, and PSY 305 | 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.

EDUC 411 Teaching Remedial Mathematics to the Exceptional Child*..... 2

Prerequisite: EDUC 410 (grade C or better)

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.

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.

COURSE DESCRIPTIONS

EDUC 414 Promoting Math & Science Readiness in Early Childhood Education*..... 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.

EDUC 415 Science & Social Studies In Early Childhood Education* 3

Co-requisite: EDUC 312, EDUC 313, 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.

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.

EDUC 430 Career/Transition Education for Special Education* 3

Co-requisite: PSY 312

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.

EDUC 491 Topics In Education*1-3

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.

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.

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.

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.

ENG 317 Mythology 3
Prerequisite: ENG 203

Mythology focuses on Greek and Roman mythology in literature. The course will require reading, writing, and analyzing mythology as it relates to modern dynamics.

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.

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.

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.

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.

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.

COURSE DESCRIPTIONS

ENG 330 Advanced Composition..... 3

Prerequisite: ENG 203 or permission of the instructor.

Advanced Composition explores advanced rhetorical strategies and processes.

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

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.

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.

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.

ENG 341 GREAT 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.

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.

FINANCE (FIN)

FIN 325 Personal Finance & 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: FIN 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.

COURSE DESCRIPTIONS

FIN 490 SIE Certification..... 3 credits

The Securities Industry Essentials (SIE) course is structured at developing the key concepts in understanding of the SIE exam administered by the Financial Industry Regulatory Authority (FINRA). The SIE is intended as a basic survey of securities products, markets, and regulations. Students will acquire the concepts of the securities industry, including the nature of money and capital markets and how clients and financial professionals interact with those markets.

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 325 Urban Geography 3

Prerequisite: ?

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 with the inclusion of a local, real-world application.

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.

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 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 through lectures and labs.

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 Geography3

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 other related topics.

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 other related topics.

COURSE DESCRIPTIONS

HCM 320 Health Care Economics..... 3

Prerequisite: ECON 204

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 other related topics.

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 other related topics.

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 other related topics.

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 other related topics.

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.

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 other related topics.

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 other related topics.

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 other related topics.

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 other related topics.

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 transparency, legal, information technology, and privacy issues and the special needs and expectations of traveling patients from diverse geographical, cultural, and religious backgrounds.

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.

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 212 African Americans in Saint Louis..... 3

Prerequisite: HIST 143

This regional study focuses on the local history of St. Louis's African American population in the building of community and in the quest for equality.

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 215 Black Family 3

This course provides students with knowledge of the Black family in Slavery and in Freedom. The curriculum considers the impact of inequality and forced labor on family life, and the strategies employed by African Americans to adapt family structure through adoption and fictive kinship to maintain cultural continuity.

COURSE DESCRIPTIONS

HIST 216 African American Biography 3

Prerequisite: HIST 143

The purpose of this course is to develop student's in-depth knowledge of the lives of select figures from African American history.

HIST 223 Introduction to Women's Studies..... 3

The purpose of this course is to develop an understanding of the theoretical approaches to women's and gender studies. Topics include feminism, critical gender theory, women epistemologies, the women's movement, material culture, women in leadership and politics.

HIST 225 African American Women Authors 3

Prerequisite: HIST 223

The purpose of this course is to introduce students to the literature of African American Women Authors. The course will include autobiographies and biographies about African American women writers, as well as a study of their works.

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.

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.

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 310 Critical Race Studies 3

Prerequisite: HIST 143

The purpose of this course is designed to strengthen students' ability to employ critical analysis of institutions in American

Society, particularly those impacted racial privilege or disparity.

HIST 311 African American Intellectual History 3

Prerequisite: HIST 143

This course is comprised of a study of the intellectual lives of key African American historical figures. Students will learn the various theoretical approaches and political strategies of W.E.B. Dubois, Frederick Douglass, Marcus Garvey, among others.

HIST 312 Black Politics..... 3

Prerequisite: HIST 0143

The purpose of this course is to develop students understanding of African American electoral politics. Topics covered include voting rights, the Black Convention Movement, Third Party Politics, the Black Mayor phenomena, The Gary Convention, and the trajectories of key politicians.

HIST 313 African American Religion 3

Prerequisite: HIST 143

The purpose of this course is to familiarize students with the development of aspects of African American religion which make it both unique, and yet representative and core spiritual values of the human family. Students will explore Africanisms in African American faith.

HIST 314 Black Power Movement 3

Prerequisite: HIST 143

The purpose of this course is to provide students with an understanding of the post-Civil Rights social movement led by African Americans after the death of Martin Luther King Jr.

HIST 315 The History of Segregation..... 3

Prerequisite: HIST 143

The purpose of this course is to help students to explore the history of segregation in America. Students will examine the uses and contradictions of caste systems within democracy.

HIST 316 Atlantic World..... 3

Prerequisite: HIST 143

The purpose of this course is to explore the West Coast of Africa, Caribbean, and North American mainland during the era of the Atlantic slave trade.

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 320 Pan-Africanism in America..... 3

Prerequisite: HIST 143

The purpose of this course is to familiarize students with Pan-African thought emanating Black Abolitionists, African Independence Movements, and appearing in the works of 19th century "Race Men," and 20th century writers, and activists.

HIST 321 Civil Rights Movement 3

Prerequisite: HIST 143

The purpose of this course is for student to explore the use of non-violent and other strategies to achieve 1st class citizenship in America.

HIST 324 Women Goddesses..... 3

Prerequisite: HIST 0223

The purpose of this course is to provide knowledge of ancient cosmologies in which women figures were revered as Goddesses. This course provides a survey of women Goddesses and the cultures which worshiped them.

HIST 326 Public History..... 3

Prerequisite: HIST 143

The purpose of this course is to develop basic skills in archiving and museum studies. Students will have hand on experiences with archival collections and put principles and theory into practice. This course provides exploration of professional opportunities for the history major.

HIST 329 Activism in Feminism 3

Prerequisite: HIST 223

The purpose of this course is to explore American feminists as individual activists and political thinkers in addition to their lives as working members of social movements.

COURSE DESCRIPTIONS

HIST 330 Women in Totalitarianism..... 3

Prerequisite: HIST 223

The purpose of this course is to explore the lives of women under totalitarian regimes. The spectrum of women's responses from high level participation in totalitarian political systems to leaders of the resistance, and coping measures of women between these poles is examined.

HIST 331 Women and Gender in Africa..... 3

Prerequisite: HIST 223

The purpose of this course is to develop and understanding of gender roles in African societies. Students will gain knowledge of how gender roles are both flexible and yet how traditional gender roles are reinforced.

HIST 332 Women and Politics..... 3

Prerequisite: HIST 223

The purpose of this course is to explore knowledge of women as political entities, politicians, organizers and leaders in political campaigns. It also provides a study of a range of women's political objectives and strategies.

HIST 334 African American Women Intellectuals 3

Prerequisite: HIST 223

The purpose of this course is to provide students with knowledge of African American women as theorists, innovators, and in leadership. The course will explore the impact of women's thought on institutions and on culture.

HIST 381 U.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.

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 Honors Thesis..... 3

Prerequisite: Honors status

The purpose of this course is to challenge Honors' students' writing skills and prepare them for professional research and publishing.

HIST 411 The Age of Enlightenment and Revolutionary Europe 3

COURSE DESCRIPTIONS

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 421 Philosophy of Feminism 3

Prerequisite: HIST 223

The purpose of this course is to develop knowledge of feminism from within a feminist philosophical and theoretical perspective.

HIST 422 Women's Epistemology 3

Prerequisite: HIST 223

The purpose of this course is to expose student to the concept that there are multiple ways of "knowing." Students explore women's generation of knowledge through group dialogue, intuitive faculties, and through other means. The course considers the power implications of knowledge.

HIST 424 Black Feminist Thought 3

Prerequisite: HIST 143

The purpose of this course is to explore the works of leading African American feminists, and to be able to hear their voices as a distinct and unique part of American feminism.

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. The course takes 8 hours over the course of 5-6 weeks

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.

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 other related topics. It includes file operations, record manipulation, report-generating activities, and other 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 other related topics. It includes hands-on experience creating, editing, compiling, debugging, and running programs on stand-alone and network systems and other 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 other related topics. The course includes hands-on experience creating, writing program interface, editing, compiling, debugging, and running programs on standalone and network systems, and other 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.

MIS 305 Business Applications Software 3

This is an advanced certification course in word processing, spreadsheets, databases, file management, and other 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 311 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 other related topics.

MIS 315 Introduction to Networks..... 3

Prerequisite: MIS 207

This course covers the protocols of computer networks and examines local-area networks, intranet systems, and other 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 other 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 other related topics.

COURSE DESCRIPTIONS

MIS 360 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, other related Algorithms and other 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 other 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 other related topics.

MIS 361 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-other related applications and other 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 other 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 other 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 other related topics.

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 other 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 other 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 other 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 390 Topics in MIS Leadership 3

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 other 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 other 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 other related topics.

MIS 451 System Analysis And Design I 3

Prerequisite: MIS 207

This course covers the business systems and other related systems-development techniques of planning, analysis, design, implementation, and support of information systems and other 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 other related activities and database information and other 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 other 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-other related projects and applications and other 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 other 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 other 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.

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 other 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.

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.

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 050

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 other 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 other related topics.

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 other related topics.

MGMT 390 Topics in Management Leadership 3

This is a senior-level course designed to prepare students for the challenges they may face as entry-level employees or budding entrepreneurs. Key topics include effective communication, office politics, time management, financial basics, entrepreneurship fundamentals, and ethical decision-making. The course aims to bridge the gap between academic knowledge and practical application, providing students with valuable insights into real-world management scenarios.

MGMT 450 Organizational Behavior and Development 3

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 other related topics.

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 other related topics.

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 other related topics.

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 and Distribution Channels 3

Prerequisite: MRKT 320

This course will help students learn how to develop marketing channel plans, which enable an organization to increase sales, margins, and levels of collaboration with channel partners. Students will develop real marketing and communications materials to be utilized in their portfolio

MRKT 330 Essentials of 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.. Upon completion of the course with a passing grade, students will receive an industry recognized marketing certification.

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 Selling 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)

COURSE DESCRIPTIONS

MRKT 355 Internet and Digital Marketing 3

Prerequisite: MKT 320 Principles of Marketing

This course covers the nature of marketing as a communicative relationship through mobile devices, communication systems, the internet, and social media.. 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. Students will develop real marketing and communications materials to be utilized in their portfolios Upon completion of the course with a passing grade, students will receive an industry-recognized marketing certification.

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 other related topics.

MRKT 370 Retail Marketing and e-Commerce 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.

MRKT 390 Topics in Marketing Leadership..... 3

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 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.

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 and PR Campaigns..... 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 other 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.

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.

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.

MATHEMATICS (MATH/CED)

MATH 035 College Algebra Co-Requisite 2

Prerequisite: (Grade of C or better in ALG 040 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)

CED 104 Into to Computing/Tech 3

This course provides an introduction to 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 in order to successfully utilize software; how computer are used for problem solving, data collection, information management, communications, and decision making; and how to use productivity tools for professional and personal use. The course will also focus on ethical, legal and human issues of computing and technology as they relate to society.

MATH 135 College Algebra..... 3

Prerequisite: 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.

MATH 136..... 3

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.

MATH 150..... 3

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.

MATH 165 Precalculus 5

Prerequisite: 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. It may also be used in place of MATH 135 to satisfy any other requirement.

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 Seminar..... 1

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.

COURSE DESCRIPTIONS

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.

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.

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.

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.

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.

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.

MATH 270 Introduction to Programming 3

MATH 301 Biostatistics 3

Prerequisite: Grade of C or better in MATH 250 or STAT 260

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.

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 and MATH 356

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 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 and MATH 242

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 242, MATH 250

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 336 Statistical Computing..... 3

Prerequisite: Grade of C or better in MATH 250 and MATH 255

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.

COURSE DESCRIPTIONS

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: 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 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.

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 160 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 425 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 452 Applied STEM Statistics 2

Prerequisites: Grade of C or better in MATH 260 and department approval

Co-requisites: Enrollment in another course working on a research project involving data analysis or statistics (eg. BIO0452) OR current work on a research project through a grant or program.

This course is designed for students who are working on a research project in a STEM field involving data analysis or statistics through another course, grant, or program. Students will come into the course with a project they are currently working on. The topics and work in the course will vary to best serve the needs of that term's cohort of students. There will be special emphasis placed on student presentation and collaboration. Common topics covered include: t-Tests, ANOVA, ethics in statistics, and using R.

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 Mathematics1-3

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/Data Science 3

Prerequisites: Senior standing in Mathematics or Data Science Degree Program or permission of instructor.

This course is a capstone experience for a student majoring in Mathematics or Data Science. It provides the student the opportunity for an in-depth study in their field and future career. The course consists of a research project, research paper, advanced seminar, internship, or other related experience.

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.

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.

COURSE DESCRIPTIONS

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 300 and 400 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.

COURSE DESCRIPTIONS

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 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.

COURSE DESCRIPTIONS

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 other 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 other 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 other 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.

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-MedicineBiology 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.

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 other 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 301.

COURSE DESCRIPTIONS

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 Constitution..... 1

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)

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.

COURSE DESCRIPTIONS

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 Science.....1-3

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 Child & Adolescent 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 other 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-other 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.

COURSE DESCRIPTIONS

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 other 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 308 Human Growth and Development..... 3

This course is a survey of the cognitive, emotional, physical, and social factors in human development from conception to death. Emphasis will be on the major transitions from fetal development through death. The impact of ethnic, gender, and cultural factors on development will be examined. Emphasis will be placed on understanding people at various stages of development. The course is especially well suited for individuals interested in pursuing careers in education, health careers, and sociology.

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.

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.

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

COURSE DESCRIPTIONS

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 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

COURSE DESCRIPTIONS

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 epi- community—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 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 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 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.

COURSE DESCRIPTIONS

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 CMS 109. Further emphasis is given to the understanding and practice of effective communication theory, organizational techniques, and professional public speaking delivery.

SPCH 210 Argumentation..... 3

Prerequisite: CMS 109

Utilizing the fundamental research and organizational skills developed in CMS 109, 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 CMS 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 Communications..... 3

This course examines basic verbal and nonverbal concepts affecting the communication process in various interpersonal contexts. Requires participation in written and oral activities designed to develop and improve interpersonal skills. Includes perspective-taking, relationship and conversation management, effective listening conflict management, communication climate, communication anxiety, and cultural/gender differences in interpersonal communication.

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 SPCH 109 and SPCH 200 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: CMS 109, ENG 110 I

This course will focus on the powers of persuasion in both public speaking and writing. An ideal course for Marketing, Communications, and Business students. Additional focus will be given to writing cover letters and practicing interview skills.

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.

SPECIAL EDUCATION (SPE)

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.

COURSE DESCRIPTIONS

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.

STATISTICS AND DATA SCIENCE (STAT)

STAT 260 Data Analysis and Statistics with Statistical Lab 4

Prerequisites: Grade of C or better in MATH135 OR MATH165 or equivalent OR Departmental Approval.

This is a combined lecture and lab course which serves as an introduction to statistics and data analysis. Topics covered include: an introduction to experimental design, descriptive statistics for univariate distributions, introductory probability, an introduction to correlation and linear regression, sampling distributions, confidence intervals, and hypothesis testing. Statistical computing software will be used throughout the course to reinforce these concepts and allow students to explore real world data. Credit for this course is equivalent to credit for a combination of MATH0250 and MATH0255.

STAT 275 Introduction to Data Science 3

Prerequisites: Grade of C or better in CSC0160 AND (STAT0260 OR MATH0250/MATH0255) OR department/instructor approval.

This course serves as an introduction to the thought process and techniques of data science both for Data Science majors, and other students interested in how the data science intersects with their field of study. Students will focus on the data science workflow that starts from forming the correct question, analyzing the data, and then making a conclusion. Students will not only learn the basic techniques of the field, but also learn the questions asked and ethics behind the subject.

STAT 350 Data Science in Practice 3

Prerequisites: Grade of C or better in STAT 0275 Introduction to Data Science

This course will discuss the various roles in data science that professionals oversee. Students will enhance their understanding of the entire data science workflow and its principles and practices. This course will have presentations from invited professionals in data science, explaining their duties, expertise, and advice to students. Students will put their skills learned to practice in a project exploring a practical application in data science.

SUSTAINABILITY AND URBAN ECOLOGY (SUE)

SUE 324 Environmental Policy..... 3

Students can take either SUE 324 or BIO 324, but not both for credit.

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 on the basis of sustainability, equity, human rights, risk assessment, and polluter accountability is discussed.

THEATER (THR)

THR 125 Acting I 3

Prerequisite: SPCH 109 and SPCH 301 or permission of the instructor. High School dual enrollment students can take this course provided they have completed an oral communication course at their high school.

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 130 Introduction to African-American Theater... 3

THR 200 Acting II 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 210 African Americans in Film..... 3

This course uses a theoretical, historical, and aesthetic approach to the art of African American filmmaking. Special emphasis will be given to the early innovators of African American films, film genres, and their social impact on animation, short films, and feature length films. This course is discussion-oriented and writing intensive.

THR 300 Acting III 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 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 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.

COURSE DESCRIPTIONS

THR 332 Playwriting..... 3

This course explores the fundamental processes of playwriting. It will provide the beginning student with opportunities to investigate the concepts of dialogue, plot, characterization, mood, conflict, and setting as they relate to writing for the theatre.

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 300 and 400 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 230

URST 240 Urban and Community Health..... 3

This course will focus on the history, research methods and practices aimed at promoting community and urban health. The course will offer students frameworks for understanding and addressing inequities in community health experienced by racial and ethnic groups in the United States. The course will take a historical and comparative perspective for understanding the multiple contributors to health and disease in communities.

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 280

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 340

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 390

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 402

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.



ADMINISTRATIVE OFFICES

President's Office	(314) 340-3380
Accounting	(314) 340-3330
Academic Affairs	(314) 340-3610
Academic Engagement and International Programs	(314) 340-3675
Academic Resource Center (ARC)	(314) 340-3650
Academic Success	(314) 340-3307
Admissions	(314) 340-3300
AT&T Library and Technology Resource Center	(314) 340-3622
Bursar's Office	(314) 340-3573
Business and Financial Affairs	(314) 340-3335
Career Engagement and Experiential Learning	(314) 340-3512
Communications and Marketing	(314) 340-3391
Financial Assistance	(314) 340-3500
Health Services	(314) 340-5052
Human Resources	(314) 340-3340
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Institutional Advancement	(314) 340-3386
Intercollegiate Athletics	(314) 340-5721
Registrar	(314) 340-3600
Sponsored Programs	(314) 340-5747
STEM Initiatives	(314) 340-3662
Student Affairs	(314) 340-5053
Student Engagement	(314)-340-5300



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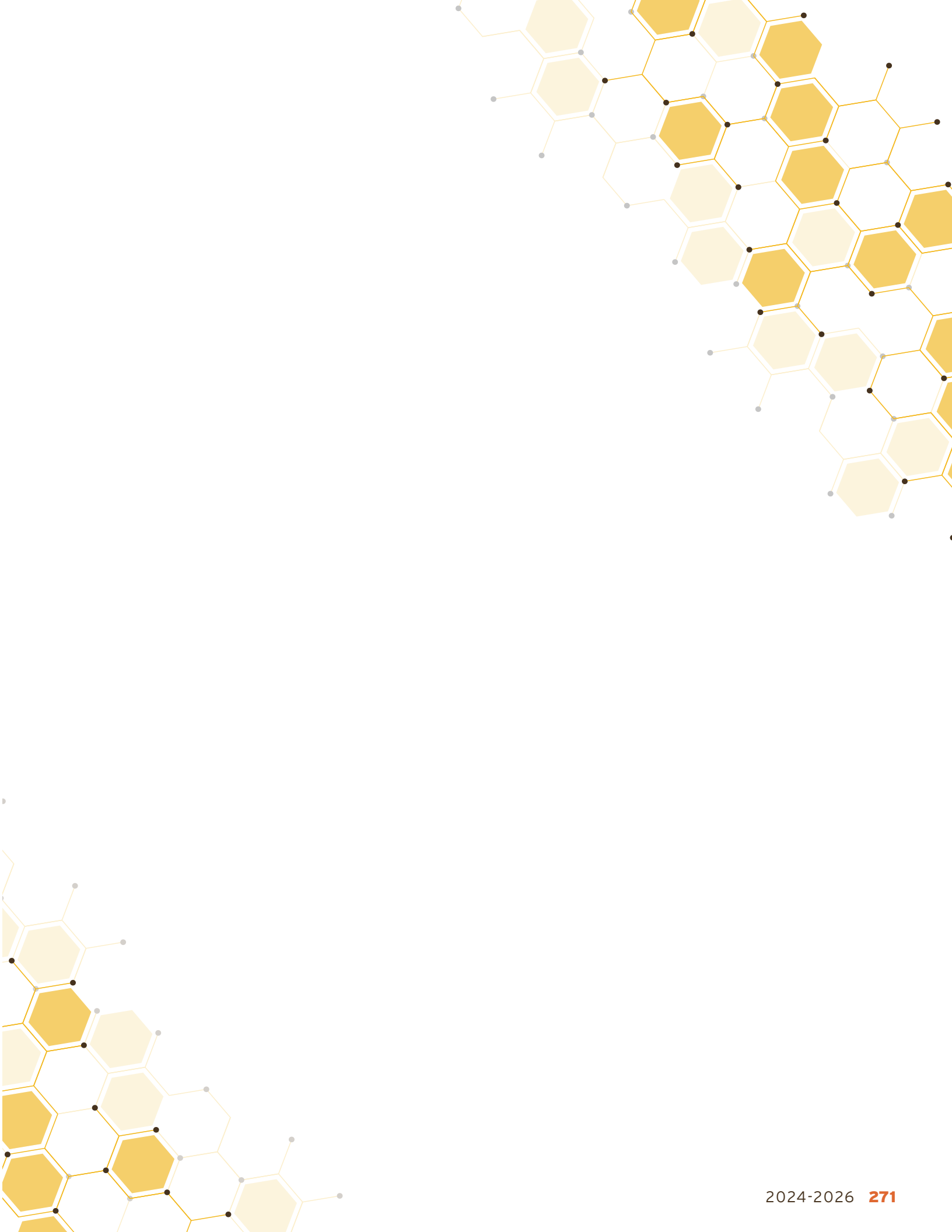
Student Support Services	(314) 340-5204
Educational Talent Search	(314) 340-5739
Upward Bound	(314) 340-5068
Public Safety	(314) 340-3333
Physical Plant/Shipping and Receiving	(314) 446-7226

ACADEMIC DEPARTMENTS

Anheuser-Busch School of Business	(314) 340-5096
College of Education	(314) 340-3691
College of Social Sciences, Arts, & Humanities	(314) 340-3317
College of Science, Technology, Engineering, & Mathematics	(314) 340-3317

CENTERS AND INSTITUTES

Center for Innovation and Entrepreneurship (CIE)	(wait for phone number)
Don and Heide Wolff Jazz Institute @ Vashon Center.....	(314) 340-5773
MECCA.....	(314) 340-5747
William L. Clay Sr. Early Childhood Development/Parenting Education Center	(314) 340-5055





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