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The provisions of this catalog are effective from the beginning of Fall Semester 2015 through the Summer Session 2016, but are not to be regarded as an irrevocable contract between the student and the College.

The College reserves the right to change any provision or requirement at any time within the student’s term of enrollment.
Summer Session 2015
Classes are taught in formats from one to twelve weeks in length, beginning at various dates throughout the term.
Consult the summer course schedule and summer registration guide for individual class meeting dates and session lengths.
Classes Begin ................................................................................................................................................................June 1
Independence Day Observed, No Classes .................................................................................................................................July 3
Classes End/Term Ends ..........................................................................................................................................................August 6

Fall Semester 2015
Classes Begin .............................................................................................................................................................................August 24
Labor Day, No Classes ..............................................................................................................................................................September 7
Weekend Classes Begin ...........................................................................................................................................................September 11
Education Minnesota, No Classes .................................................................................................................................................October 15-17
Veteran’s Day, No Classes .........................................................................................................................................................November 11
Thanksgiving, No Classes .........................................................................................................................................................November 26-28
Weekend Classes End .................................................................................................................................................................December 12
Final Examinations .................................................................................................................................................................December 14-18
Term Ends ...................................................................................................................................................................................December 18

Spring Semester 2016
Classes Begin ................................................................................................................................................................................January 11
Martin Luther King Jr. Day, No Classes ........................................................................................................................................January 18
Weekend Classes Begin ..............................................................................................................................................................February 22
President’s Day, No Classes .........................................................................................................................................................February 15
Community Success Day, No Classes .................................................................................................................................................March 1
Spring Break ..................................................................................................................................................................................March 7-12
Weekend Classes End .................................................................................................................................................................April 16
Final Examinations .......................................................................................................................................................................May 9-13
Term Ends ....................................................................................................................................................................................May 13
Commencement ...........................................................................................................................................................................May 16

Summer Semester 2016
Classes are taught in formats from one to twelve weeks in length, beginning at various dates throughout the term.
Consult the summer course schedule and summer registration guide for individual class meeting dates and session lengths.
Term Begins ..................................................................................................................................................................................May 31
Independence Day, No Classes ....................................................................................................................................................July 4
Classes End/Term Ends ..............................................................................................................................................................August 4

The academic calendar is subject to modification or interruption due to occurrences such as fire, flood, labor disputes and interruption of utility services. In the event of any such occurrences, the College will attempt to accommodate students. We will not, however, guarantee that courses of instruction, student activities or other College programs or events will be completed or rescheduled. Refunds will be made to eligible students only according to the policies adopted by the College.
Greetings,

Welcome to Normandale Community College! We are proud to be a part of your educational journey. As a college that specializes in the scholarship of teaching and learning, Normandale provides academic, career-focused, and interest-based programs to help you work toward achieving your goals. Through the 79 academic programs, 711 academic courses, and hundreds of continuing education programs, we are certain you will find something that fits your needs. You can complete your two-year or your four-year degree locally through one of the three MnSCU University partners based on our campus.

Outside of the classroom students are offered a variety of opportunities including student life activities and clubs, student government, recreational sports, and other organizations. Our award-winning Center for Experiential Education offers you numerous unique opportunities to get involved with community through outreach and internship activities.

We are truly dedicated to our mission of ensuring you the highest quality education possible. The most important aspect of your time here at Normandale is your success. We want you to know that service to students is our primary focus, and we strive to create futures and change lives. To help students succeed, Normandale Community College’s Foundation works with local business and community leaders to create opportunities for our students and provide numerous alternative financial resources to support the many student scholarships and programs that are available to you.

We invite you to take an active role in your college experience, and remember that “Normandale is your college and your community.”

Joyce C. Ester, Ph.D.
President, Normandale Community College

Normandale’s Mission,
Outcomes, Vision, Values, and Core Learning Outcomes

Mission
Normandale Community College advances individuals’ intellectual, career and personal development by providing outstanding teaching and support.

Institutional Outcomes
To accomplish our mission we will:
• Ensure individuals complete certificates and/or degrees.
• Prepare individuals to transfer successfully to four-year institutions.
• Prepare individuals to perform successfully in the workforce through credit and non-credit career and technical programs.
• Ensure students meet their educational goals.
• Ensure students develop in the College’s Core Learning Outcomes.
• Prepare students taking development coursework to succeed at the college level.
• Prepare individuals to participate in diverse local and global communities.
• Identify and meet workforce training needs.

Vision
Normandale Community College will be a recognized leader in academic excellence, student support, and community and workforce development.

Values
We are committed to accomplishing our mission and outcomes in ways consistent with the following values:
• Learning. We promote the learning and development of all members of the Normandale community.
• Service. We focus on meeting the needs of our students and community.
• Integrity. We hold ourselves accountable to the communities we serve and seek to model personal and intellectual integrity in all we do.
• Excellence. We set and model high standards for students and our faculty, staff and administrators.
• Stewardship. We use our natural, financial and human resources effectively and respectfully.
• Collaboration. We bring together the skills and knowledge from our students, faculty, staff, administrators and community partners.
• Inclusiveness. We create a safe, inclusive and diverse college community which values each individual.
• Innovation. We regularly exceed people’s expectations through creative programs and services.
• Data-enhanced decision making. We use data and our collective expertise to inform our decisions.

Mission, Vision and Values approved by the Minnesota State Colleges and Universities Board of Trustees, March 2010.
Core Learning Outcomes
Our students will:
1. Think critically and creatively.
2. Communicate effectively.
3. Develop personal responsibility and life skills.
4. Demonstrate social responsibility.

Approved by Normandale Community College Faculty, April 2010.

Accreditation
Normandale Community College is accredited by the North Central Association of Colleges and Schools, Higher Learning Commission, 230 North LaSalle Avenue, Suite 7-500, Chicago, IL 60602-2504; 800-621-7440. The College participates in the Academic Quality Improvement Program (AQIP), one of the Commission’s pathways for maintaining accreditation while focusing on continuous quality improvement.

Individual program accreditations include:
- American Dental Association
- Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Council for Business Schools and Programs
- Committee on Allied Health Education
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Theatre
- National League for Nursing Accrediting Commission

Equal Opportunity Statement
Normandale Community College is committed to a policy of nondiscrimination in employment and education opportunity.

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation or membership or activity in a local commission as defined by law.

Diversity enhances the campus environment for all students and employees. The College will continue to make every effort to provide a safe, respectful workplace, to promote diversity in staffing and programming and to enhance understanding of diversity through education and cultural diversity programs.

Minnesota State Colleges and Universities
Normandale is a member of the Minnesota State Colleges and Universities system. This system is governed by a 15-member Board of Trustees appointed by the governor.
The College
Normandale Community College is located at 98th Street and France Avenue in Bloomington, Minnesota, on a 90-acre site 1.5 miles south of Interstate 494. Nearly 15,000 students attend classes at Normandale each year, making it the largest of Minnesota’s community colleges. Established in 1968, the College offers a variety of programs and services to meet the needs of the wide range of students it attracts. The campus, accessible to persons with disabilities, features eight contemporary brick buildings that are conveniently connected around a central courtyard. The campus proudly features a beautiful two-acre Japanese Garden.

Academics
Normandale is a premiere comprehensive community college offering a curriculum that spans more than 60 liberal arts and sciences areas. Our degrees and programs lead to bachelor’s degrees at four-year colleges and universities and prepare students for professional and technical careers. Normandale is recognized by transfer colleges, universities and employers throughout the Midwest for providing excellent preparation for upper division academic study and the workplace.

The academic information on the following pages of this catalog provides guidance on degree programs, individual courses and academic policies and procedures. It is important for students to review this information carefully. We also encourage students to contact Normandale academic advisors and counselors, department chairs, College administration and student affairs professional staff whenever they have questions or concerns.
Admissions

Admission to Normandale Community College is open to all students meeting the College’s admission requirements. The process of enrolling at Normandale Community College generally involves four steps:

1. Submitting a completed application, transcripts and application fee;
2. Receiving a letter from the Normandale Office of Admissions indicating that the student has been accepted for admission to the College;
3. Completing or receiving waivers for all required placement tests; and
4. Completing an online orientation program and attending the required Advising and Registration program.

These steps may vary somewhat depending on the applicant’s background, academic record or status. However, most students admitted to Normandale will be required to complete each of these steps in order to enroll in classes.

Admission Requirements

Any individual who has graduated from high school or passed the General Education Development (GED) examination is eligible for admission to Normandale Community College. Admission to the College does not automatically qualify a student for all courses and programs. Students may receive a deferred admission based on placement test results. Please refer to the Assessment and Course Readiness section of this catalog for further information.

A student who was suspended from another college or university for academic reasons within the year prior to their application to Normandale will be denied admission. Notification of the denial of admission will be sent to the student with information about the appeal process. The student will receive written notification of the results of the appeal.

A student who was suspended or expelled from another college or university for disciplinary reasons shall be denied admission.

Application Deadlines

Application deadlines have been established to assure student success. Applying early for admission to the college and making financial arrangements early assures best course selection and priority consideration for all available financial aid programs for which a student may be eligible.

Deadlines

<table>
<thead>
<tr>
<th>Term</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>August 10, 2015</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>December 28, 2015</td>
</tr>
</tbody>
</table>

Note: Placement testing, Advising and Registration sessions and orientation programs are offered on a first-to-apply, first-served basis.

Degree or Non-Degree Seeking Status

Students entering Normandale Community College must declare themselves either degree seeking or non-degree seeking at the time they apply for admission. Degree seeking students are individuals with the goal of pursuing coursework leading to a certificate, two-year degree or eventual transfer of their credits to another degree-granting college or university.

Non-degree seeking students are individuals whose goal is to take a limited number of courses for the purposes of personal or professional enrichment and who have no intent of accumulating credits toward a certificate or degree. Students with a non-degree seeking status are not eligible for financial aid at Normandale.

Students who are uncertain about their interest in eventually using their accumulated credits toward a possible certificate, degree or transfer are strongly advised to declare themselves as a degree seeking student at the time they apply for admission.

Visiting Students

Individuals who are currently admitted at another college or university may choose to enroll at Normandale Community College as a visiting student.

Visiting students are not required to submit an application for admission and are not a candidate for a degree, diploma or certificate at Normandale Community College.

- Visiting student status is not available to individuals currently on suspension or having a financial hold at another post-secondary institution
- Visiting students may use financial aid from their home institution (financial aid is not available through Normandale)
- The maximum number of enrolled credits at all MnSCU system colleges and universities cannot exceed 22 in any semester
- Visiting students must meet any required course
Admission Procedures

Individuals applying for admission to Normandale Community College must:

1. Apply online or download a printable application available on the Normandale website by visiting the Apply page. Applications are also available by request from the Office of Admissions at 952-358-8201. Submit the written application by mail or in person to Normandale Community College, Office of Admissions, 9700 France Avenue South, Bloomington, MN 55431-4399.


3. Submit high school transcripts or GED scores. Students who anticipate receiving their high school diploma before starting at Normandale Community College may submit an unofficial high school transcript confirming that they are on track to meet their anticipated graduation date. Upon graduation, an official transcript that reflects the student’s final grades and date of graduation must be submitted to Normandale. Students who have already graduated from high school must request that an official high school transcript be sent to the college at the address above. Students who have earned a high school equivalency must have their official GED scores submitted to the same address.

4. Submit official ACT, SAT, Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) or other score reports that may qualify the student for waivers from placement testing (see the Placement Test Waivers sections for further information). No documentation supporting placement test waivers will be accepted after an admissions decision has been sent to the student.

5. When the application, application fee and required transcripts have been received, the Normandale Office of Admissions will send a letter verifying that the student’s application is complete. At that time, students should arrange to take any required placement tests in reading, writing and mathematics as directed in their acceptance letter.

6. When course placement has been determined, applicants will be notified of upcoming Advising and Registration dates. Applicants should immediately reserve space at the earliest available Advising and Registration date by making reservations as directed in their acceptance letter or at their placement testing session.

During the Advising and Registration program, new entering students will receive important information about their life as a student at Normandale Community College, advice on how to achieve academic success at the College and guidance in registering for their courses.

Counselors and advisors are available during the Advising and Registration program to help students select an appropriate course schedule based on the student’s interests, abilities and goals.

Admission Procedures for Transfer Student

Individuals applying for admission to Normandale Community College as a transfer student must:

1. Apply online or download a printable application available on the Normandale website by visiting the Apply page. Applications are also available by request from the Office of Admissions at 952-358-8201. Submit the written application by mail or in person to Normandale Community College, Office of Admissions, 9700 France Avenue South, Bloomington, MN 55431-4399. Students wishing to enter Normandale and transfer credits from another regionally accredited college or university must indicate that they are a transfer student on the Application for Admission. They must also provide the names and addresses of all colleges and universities they previously attended.


3. Submit an official transcript from all colleges and universities that the student has previously attended. Official transcripts should be sent to the address above. Exception: Due to a system-wide initiative to facilitate the transfer of students between MnSCU institutions, students who have completed coursework at another MnSCU institution are not usually required to submit MnSCU transcripts at the time of admission. Students with coursework in progress at the time of admission or who complete courses at another institution after admission must contact the Normandale Admissions Office to have those courses transferred to Normandale upon completion of the courses.

4. Submit official ACT, SAT, Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) or other score reports that may qualify the student for waivers from placement testing (see the Placement Test Waivers sections for further information). No documentation supporting placement test waivers will be accepted after an admissions decision has been sent to the student.

5. When the application, application fee and required transcripts have been received, the Normandale Office of Admissions will send a letter verifying that the student’s application is complete. At that time,
A completed and signed International Student Application includes:

1. A completed and signed International Student Application, available on the International Student Application, available on the International Student Application page in Admissions.
2. A non-refundable application fee of $20 (U.S.), payable to Normandale Community College. The application fee must be sent in the form of a bank draft drawn on a U.S. bank or an international postal money order. The application form is also available by request from the Office of Admissions at 952-358-8201. Submit the written application by mail or in person to Normandale Community College, Office of Admissions, 9700 France Avenue South, Bloomington, MN 55431-4399
3. Students requesting an F-1 student visa must show means of adequate financial support by submitting an original notarized bank statement which reflects, in US currency, the amount necessary to fund one academic year of tuition, fees, textbooks, housing, food, transportation, medical insurance and other expenses. Students should contact the Office of Admissions for the current required dollar amount.
4. Official transcripts from the secondary school and any colleges or universities attended. All school records must be sent in the student’s native language and in English translation. (If records are not original, certified or attested true copies signed by authorized school or government officials, U.S. embassy staff or a notary public must be sent.) Students who intend to transfer credits from institutions outside the United States must request a credit assessment through a professional credential evaluation service that is recognized by the National Association of Credential Evaluation Services (NACES). However, Normandale recommends the credential evaluation services available from either World Education Services (WES) or Educational Credential Evaluators, Inc. (ECE). Information about those credit assessment services is available www.wes.org or www.ece.org.
5. In order to be accepted for admission at Normandale Community College, all international students from non-English speaking countries also must either:
   • Submit results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 on the paper test or 173 on the computerized test or 61 on the internet test; OR
   • Submit results of the Michigan test with a minimum score of 75.

For information about taking the TOEFL, contact the Educational Testing Service, PO Box 6151, Princeton, NJ 08541-6151. Normandale’s TOEFL code is 6501.

Accepted applicants will be issued the I-20 form for processing a student (F-1) visa.

International students accepted for admission to Normandale Community College, upon their arrival in the United States, are required to meet with the Normandale admissions representative responsible for international student enrollment. After that meeting, all international students must:
• Arrange to take the required placement tests in reading, writing and mathematics.
• When course placement has been determined through the required testing, attend an Advising and Registration session.

International students already attending college in the United States and transferring to Normandale Community College must apply in writing and may not use Normandale’s online application. With that exception, these students should follow information provided in the Admission Procedures for Transfer Students section of this catalog.
International students with further questions regarding admissions or enrollment procedures should contact the Normandale Office of Admissions in writing at, 9700 France Avenue South, Bloomington, MN 55431, or by telephone at 952-358-8201, or via email at admissions@normandale.edu.

Admission Procedures for PSEO Students

Minnesota high school juniors and seniors may enroll at Normandale Community College through the Post-Secondary Enrollment Options (PSEO) program. Normandale Community College follows the PSEO admissions guidelines set forth by the Minnesota State Colleges and Universities System. Students are admitted based upon class rank on the high school transcript or qualifying results from any nationally standardized, norm-referenced test such as PLAN, ACT, PSAT or SAT.

- High school juniors: Must be in the upper one-third of their class or score at or above the 70th percentile on any nationally standardized, norm-referenced test.
- High school seniors: Must be in the upper one-half of their class, or score at or above the 50th percentile on any nationally standardized, norm-referenced test.
- Students applying from high schools that do not provide rank must have a 3.5 GPA (to be eligible as a junior) and a 3.0 GPA (to be eligible as a senior) or meet the percentiles on the nationally standardized, norm-referenced tests mentioned above.
- Home schooled or students who attend an Alternative Learning Center (ALC) or school which does not provide GPA or rank are eligible for PSEO admission based upon meeting the percentiles of the nationally standardized, norm-referenced tests mentioned above. Students who have less than one year experience at an ALC or home school are required to submit previous high school transcripts. Home schooled students can access the Iowa Tests of Educational Development (ITED) standardized tests through the Minnesota Statewide Testing Program.

Normandale PSEO Students:

- Are not eligible for courses numbered below 1000.
- Are not eligible for courses with supplemental fees of $85 or more.
- Are not eligible for study abroad.
- Must satisfy all three sections of the placement test (reading, writing and mathematics) to determine course eligibility.
- Receive college-level courses and required textbooks free of charge during the fall and spring semesters (this benefit is not available for summer terms).

However, textbooks paid for through PSEO become the property of Normandale Community College upon completion of the course due to policies established in law by the State of Minnesota.
- Are not eligible for financial aid.

Individuals applying for admission to Normandale Community College under the PSEO program must:

1. Complete the Normandale PSEO application form. The PSEO application is available on the Normandale website in Admissions on the PSEO Program page or by contacting the Normandale Office of Admissions at 952-358-8208. Written applications can be submitted by mail or in person to Normandale Community College, Office of Admissions, 9700 France Avenue South, Bloomington, MN 55431-4399. The PSEO application deadline for fall semester is July 1. The spring semester deadline is December 1.
2. Submit an official high school transcript. The high school transcript must be sealed in an envelope bearing the high school letterhead and enclosed with the application.
3. Complete and sign parts 1 and 2 of the Minnesota Department of Education Notice of Registration form and attach it to the application. This form is available on the Normandale website in Admissions on the PSEO Program page or by contacting the Normandale Office of Admissions at 952-358-8208.
4. Alternative/home schooled students must complete the Normandale PSEO application process and submit records of academic achievement; ACT, SAT, PSAT, or PLAN scores; and immunization records.
5. Students who have previous college coursework must submit an official transcript from all colleges and universities that they have previously attended. Official transcripts should be sent to Normandale at the address above.
6. Submit official ACT, SAT, Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) or other scores that may qualify the student for waivers from placement testing (see the Placement Test Waivers section for further information). No documentation supporting placement test waivers will be accepted after an admissions decision has been sent to the student.

When the application, Minnesota Department of Education form and required transcripts and documents have been received, the Normandale Office of Admissions will send a letter verifying that the student’s application is complete. If the student needs to complete placement testing, additional information on how to complete this requirement will be provided.

When course placement has been determined, applicants will be notified of a PSEO Advising and Registration program date. (If an applicant does not place at the college level in reading, the applicant is ineligible to register for courses through the PSEO program.) During the PSEO Advising and Registration program, new entering students will receive important information about their life as a student at Normandale Community College, advice on how to achieve academic success at the College and guidance in registering for their courses.
Counselors and advisors are available during the Advising and Registration program to help students select an appropriate course schedule based on the student’s interests, abilities and goals.

Developmental courses may not be taken under the PSEO program due to policies established in law by the State of Minnesota. In accordance with Minnesota State law, PSEO benefits are not available for enrollment during summer terms.

Qualified students are accepted to the Post-Secondary Enrollment Options (PSEO) program only and are not admitted general enrollment students at Normandale Community College. PSEO students who wish to continue their college education at Normandale after their high school graduation must complete a separate General Admission application form, pay the $20 application fee and meet all the specific admission requirements for general enrollment.

Admission Procedures for the PSEO Career and Technical Education Program

Minnesota High school students (10th, 11th and 12th grade) may enroll in a career or technical education course at Normandale. Normandale Community College follows the PSEO-Career and Technical Education (PSEO-CTE) admissions guidelines set forth by the Minnesota State Colleges and Universities System.

- Students must be enrolled in a district.
- 10th grade students must have attained a passing score on the 8th Grade Minnesota Comprehensive Assessment in reading.
- Students must meet other course prerequisites or course enrollment standards established by the College. These standards include but are not limited to assessment test scores, program admission or other requirements.
- Students are eligible for only one course the first semester. If a student earns a grade of C or better in the one course taken the first semester, the student can enroll in more than one CTE course in subsequent semesters.

Individuals applying for admission to Normandale Community College under the PSEO-CTE program must:

1. Complete the Normandale PSEO application form. The PSEO application is available on the Normandale website in Admissions on the PSEO Program page or by contacting the Normandale Office of Admissions at 952-358-8208. Written applications can be submitted by mail or in person to Normandale Community College, Office of Admissions, 9700 France Avenue South, Bloomington, MN 55431-4399. The PSEO-CTE application deadline for fall semester is July 1. The spring semester deadline is December 1.

2. Submit an official high school transcript. The high school transcript must be sealed in an envelope bearing the high school letterhead and enclosed with the application.

3. Submit evidence of a passing score on the MCA 8th grade assessment, if not on the high school transcript.

4. Complete and sign parts 1 and 2 of the Minnesota Department of Education Notice of Registration form and attach it to the PSEO-CTE application. This form is in Admissions on the PSEO Program page or by contacting the Normandale Office of Admissions at 952-358-8208.

Within five business days of the date the application, Minnesota Department of Education form and required transcripts and documents have been received, the Normandale Office of Admissions will send a letter verifying that the student’s application is complete. If the student needs to complete placement testing, additional information on how to complete this requirement will be provided.

To register, eligible applicants must schedule and attend a PSEO-CTE meeting, accompanied by a parent or guardian. The meeting can be scheduled by calling the Normandale Office of Admissions at 952-358-8208.

Qualified students are accepted to the PSEO-CTE program only and are not admitted general enrollment students at Normandale Community College. A student who first enrolls under this provision and wishes to enroll in general education courses as an 11th or 12th grade student must contact the Office of Admissions to update their status.

Admission Procedures for Summer High School Enrollment Program

The Post-Secondary Enrollment Options (PSEO) Program is not available during summer sessions. However, Summer High School Enrollment is available for those high school students in the 11th and 12th grade levels who may wish to take classes during the summer months. This includes PSEO students who may wish to take summer courses.* The Minnesota Department of Education does not fund the courses taken through the Summer High School Enrollment Program (SHEP); therefore, tuition, fees and books are the student’s responsibility.

*PSEO students who are enrolled during the spring semester and who will continue as a PSEO student in the fall semester do not need to re-apply for the Summer High School Enrollment program.

Individuals interested in applying for the Summer High School Enrollment Program should download the application form and the SHEP Parent Acknowledgement form by visiting Summer High School Enrollment in the Admissions section or request the general application.
form from the Normandale Admissions Office at 952-358-8208. They must complete and return the general application form along with the $20 application fee, an official high school transcript, and the SHEP Acknowledgement form that consents to their child/dependent’s admission to the program and indicates they accept responsibility for tuition, fees and textbooks. The application deadline for the Summer High School Enrollment Program is May 15.

Summer High School Enrollment applicants must verify their readiness for college-level courses through test scores or Normandale placement testing. Individuals interested in possible waivers from placement testing must submit ACT, SAT, Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), or other scores to the Office of Admissions at the time they apply for admission. (See the Placement Test Waivers section for further information.) Applicants are accepted to the summer program only and are not considered students in the Post-Secondary Enrollment Options (PSEO) program nor admitted general enrollment students at Normandale Community College.

Summer High School Enrollment students may also be eligible to earn college credits through the Post-Secondary Enrollment Options (PSEO) program during the fall and spring terms. However, students wishing to participate must apply to this program and meet the eligibility requirements. For more information, refer to the Admission Procedures for PSEO Students.

Students who wish to continue their college education at Normandale after their high school graduation do not need to reapply for general undergraduate admission but must notify the Office of Admissions to update their student status.

Transcripts for Admission
All applicants are required to have official transcripts of any previous college work sent to Normandale at the time of application for admission. To protect against fraud, colleges and universities distinguish between official and unofficial transcripts. Under Normandale Community College policy, official transcripts must be prepared and sealed by the issuing institution (or a firm acting on its behalf) in an envelope bearing the issuing institution’s letterhead. Unofficial transcripts may be copied and handled by the student applicant or their designated representative and may be delivered to Normandale Community College by mail, fax, e-mail or in person.

Transcripts from Other MnSCU Institutions
Due to a system-wide initiative to facilitate the transfer of students between MnSCU institutions, students who have completed coursework at another MnSCU institution are not usually required to submit MnSCU transcripts at the time of admission. Students with coursework in progress at another MnSCU institution after admission must contact the Normandale Admissions Office to have those courses transferred to Normandale upon completion of the courses.

Selective Health Sciences Programs
The Nursing, Dental Hygiene and Dietetic Technology programs have established selective admission criteria that reflect the probability of academic and employment success. Fact sheets outlining selective program criteria are available from the Office of Admissions at 952-358-8201 and on the Normandale website at www.normandale.edu. The schedule of Health Science information sessions and application deadlines is available at www.normandale.edu/visit.

Senior Adults
Minnesota residents aged 62 or older may register for courses at a reduced tuition rate. Seniors may register beginning the first day of the term on a space-available basis. Seniors do not pay tuition for audited courses. To be eligible for the reduced tuition rate, seniors must be aged 62 or older before the first day of the term. Seniors must self-identify and provide proof of age at the Records Office.

ACT and SAT Test Scores
Although not required for admission, students may submit ACT or SAT test results for possible waivers from placement testing. Reading and writing subject area scores are valid if taken within three calendar years, inclusive of the current year, and mathematics scores are valid for two calendar years, inclusive of the current calendar year. An ACT sub score of 18 or above in English, 21 or higher in reading, and a sub score of 22 or higher in mathematics exempts a student from taking the placement test in that academic skill area and places the student in the introductory college-level course in that academic subject. An SAT score of 550 or higher in reading, English or mathematics exempts the student from taking the placement test in that academic skill area and places the student in the introductory college-level course in that academic subject. Placement testing requirements for transfer students are listed under the Transfer Students from Accredited Colleges or Universities section of this catalog.

Assessment and Course Readiness
As active learners, Normandale students are responsible for their learning as well as meeting or exceeding the academic standards established by the College’s faculty. Normandale uses various assessment activities to pro-
vide students with the feedback they need to routinely and accurately monitor progress toward their academic goals. Normandale also uses assessment activities as a vehicle for improving the College’s learning programs. Assessment helps Normandale identify where and how its programs are succeeding and where changes need to be made.

Placement Testing and the MnSCU Assessment Policy

Normandale Community College follows the guidelines of assessment for course placement set forth by the Minnesota State Colleges and Universities (MnSCU) System. Placement testing is intended to help new entering students understand their current level of academic readiness so that they can be placed into the courses in which they can be successful. Placement test results also allow the College to identify changes in the academic readiness of each cohort of new entering students.

If placement test results indicate that a student is not ready for college-level coursework in reading, writing or mathematics, developmental coursework must be completed before the student will be allowed to register for courses in related academic subjects. Students whose placement test results are at the Adult Basic Education (ABE) level in either reading or writing will receive a deferred admission to the College. Deferred admission means that a student may not enroll in courses at Normandale until the student demonstrates college readiness in both reading and writing. Demonstrated readiness in reading and writing is achieved by retaking the placement tests and scoring above the ABE level. Community resources may be available to assist the student in improving these skills.

Students are also assessed in their classes by faculty who use the results to guide instruction. In addition, students will participate in assessment by providing evidence of their learning. As a part of these assessment activities, students will be asked to complete a number of surveys which, in part, ask about our programs and services. Student responses help the College identify areas that need improvement. Our surveys also ask about changes in students’ attitudes, opinions, plans and self-perceptions. Students may also have the opportunity to participate in a focus group or structured interview to help us determine how their experiences at Normandale are affecting them.

Preparation for Placement Testing

Several resources are available to assist students in preparing for Normandale placement testing:


2. Other helpful websites include:
   - www.studyguidezone.com
   - www.testprepreview.com

3. Websites for mathematics review include:
   - www.math.com

Note: Research suggests that students who have not recently completed a mathematics course may not perform well on the math placement test. Therefore, students who have not recently taken a mathematics course are strongly encouraged to complete math review materials or courses before they take the placement test.

Placement Test Waivers

Normandale’s placement tests measure a student’s reading, writing and mathematical skills. Normandale’s courses in reading, English and mathematics require completion of the placement tests or approval of a waiver before students can register for courses in those disciplines. Certain other courses at Normandale may also require placement testing or approval of a waiver before a student can register for the course. Details on course requirements and prerequisites are available in the individual course descriptions.

All new degree-seeking students at Normandale should complete placement test requirements.

Transfer students who have taken college-level coursework at a regionally accredited college or university may have already satisfied some or all placement test requirements. To obtain a placement test waiver, students must submit official college transcripts of their college-level coursework with their application to the college. See the section entitled Transfer Students from Accredited Colleges and Universities for complete information.

Students interested in possible placement test waivers must submit ACT, SAT, Advanced Placement (AP), CLEP or ACCUPLACER (CPT) results to the Office of Admissions at the time they apply for admission. Reading and writing placement scores and subject area scores are valid if taken within three calendar years, inclusive of the current year, and mathematics scores are valid for two calendar years, inclusive of the current calendar year. An ACT sub score of 18 or higher in English, 21 in reading, and a sub score of 22 or higher in mathematics exempts a student from taking the placement test in that academic skill area and places the student in the introductory college-level course in that academic subject. An SAT score of 550 or higher in reading, writing or mathematics exempts a student from placement testing in that academic skill area and places the student in the introductory college-level course offered in that academic subject.
Retaking the Placement Tests

Students who are dissatisfied with any of their placement test scores may retest in each section once in every 12 month period, regardless of where the test was administered (including other MnSCU colleges or universities). There is a fee of $10 for retaking each section of the test.

If students are dissatisfied with their retest scores, they may appeal their placement scores by completing a Placement Testing Appeal form, which is available from the Office of Admissions. The student must provide appropriate documentation to support the appeal. The student will be contacted by faculty from the appropriate discipline to schedule an appointment, if necessary. The designated faculty will determine final course placement.

Students Whose First Language Is Not English

Lack of English skills will not be a barrier to college admission or participation. We take appropriate measures to assess each student’s academic readiness. Placement testing assigns students to the appropriate course levels at Normandale or helps determine whether the student must first strengthen his or her English language skills in order to maximize the potential for academic success. Students are provided with campus services or are referred to community services that will better prepare them for college participation.

Normandale offers an excellent program through the Department of English called English for Academic Purposes (EAP) to help students prepare for the many English language demands of their future academic career. Placement testing will place students in the correct level of the program - the level that will best support their learning needs and where they will be most successful.

Transfer Students from Accredited Colleges or Universities

Students transferring from accredited colleges and universities are required to submit official transcripts from all colleges they have attended. Normandale will review the transcripts and grant a placement test waiver in the associated academic skill area if the student has completed the coursework at a regionally accredited college or university and has:

• Earned a grade of C or higher in a college-level English composition course (if not, the English and reading tests are required).
• Earned at least 20 transferable semester credits with a grade point average of 2.00 (C) or higher (if not, the reading test is required).
• Earned a grade of C or higher in a college mathematics course during the last two years (if not, the mathematics test is required if the student is planning to register for math class; is registering for a course with a math prerequisite; or is applying to a program with a math requirement).

Note: All students are responsible for the prerequisites and placement test scores required for classes. If a student registers for a course for which prerequisites have not been met, the College may drop the student from that class without a refund.

Students with Disabilities

Placement testing accommodations for individuals with disabilities are available with advance notice by contacting the Office for Students with Disabilities staff (L 2700 and L 2740) at 952-358-8625 or at osd@normandale.edu.

Advising and Registration for New Students

Normandale Community College’s Advising and Registration program provides an opportunity for new entering students to become better acquainted with the Normandale campus, its policies, activities, student life, academic programs and counseling services. In addition, students meet with advisors and counselors during the Advising and Registration program to plan their educational program and register for classes. These sessions are held prior to the beginning of fall and spring semesters. Online orientation and on-campus Advising and Registration are required of all incoming students, as they prepare students for a successful start to their Normandale education. Students must complete all three placement test sections or present transfer coursework that satisfies placement requirements prior to attending the Advising and Registration session.

Immunization

Minnesota law (M.S. 135A.14) requires that students provide a statement that they have received appropriate immunization against measles, mumps and rubella (MMR) and diphtheria and tetanus (DT). MMR vaccinations must have been administered after 12 months of age. DT vaccinations must have been administered within ten years of the student’s first term of enrollment and must remain current thereafter. A DT immunization is considered current if it is no more than ten years old. Students who were born before 1956 or who graduated from a Minnesota high school after 1997 are not required to submit this information. This law provides for medical and conscientious exemptions.

New students must submit their immunization information on the Normandale Community College application for admission. Students who need to update or resubmit their records can download and print the PDF Immunization form in Records or obtain one in person from the Records Office. Students who fail to submit their immunization information may be denied registration.
Student Expenses

Fees are established by the Minnesota State Colleges and Universities Board of Trustees and may be changed without notice. More information can be found on the Paying for College section of the Normandale website.

Business Office
Website: www.normandale.edu/business-office
Telephone: 952-358-8242
Fax: 952-358-8235

Tuition and Fees
Tuition and fees are charged on a per-credit basis. Standard fees include the technology fee, parking fee, Student Life/Activity fee, MSCSA (statewide student association) fee, and Student Union Facility fee. For more information, consult the semester Registration Guide or visit the Business Office website.

Application Fee
In compliance with Minnesota State College and University policy, Normandale charges a $20 non-refundable fee to students applying for admission. This fee must be submitted with the college application.

Application Fee Waiver
Normandale recognizes that an application fee may prohibit some students from applying for admission. With documentation that demonstrates financial difficulty, some students may be eligible for waiver of the application fee. Veterans and active members of the United States military are also eligible for a waiver of the application fee. Additional information is available from the Office of Admissions.

Additional Fees
Additional fees, if any, are noted in the online course schedule by course or program.

Course Fees
Special fees, in addition to standard fees, are assessed for applied music, art, exercise science, health science, theatre, and other courses as indicated in the class schedule.

Payment
Tuition and fees are payable in full according to the deadlines that are published in the registration guide and/or course schedule each term and on the Business Office website at www.normandale.edu/business-office. Online payment in full and the Nelnet payment plan can be completed by logging into the MnSCU web portal (eServices) under the “Bills and Payment” section. If tuition, fees and/or the cost of books are being paid through approved government or private agencies, it is the student’s responsibility to notify the Business Office prior to the payment deadline. Payment by MasterCard, Visa or Discover is available. Credit card information can be faxed to the Business Office at 952-358-8235. Payment must include the Student/Customer ID or Social Security number, name, telephone number, amount owed, credit card number and expiration date and signature.

Refunds will be allowed according to the refund policy. If a schedule change increases the total credits for which a student is enrolled, as in canceling a 3-credit course and adding a 4-credit course, the student must pay for the additional credit(s) when the course is added. If the changed program results in fewer credits, as in canceling a 4-credit course and adding a 3-credit course, a refund will be issued if the class is dropped during the drop period.

Refunds will not be issued unless the student’s entire account has a credit balance. This includes unpaid fines or fees, charges for previous semesters, and tuition and fees for an upcoming term that may be due at a future date.

Drop for Non-Payment
Students are responsible for adhering to the payment deadlines established for each term. Classes may be dropped if payment is not received or payment arrangements have not been made by the deadline. However, because several factors may prevent a student’s courses from being dropped (even when tuition and fees remain unpaid), students must not rely on the College to drop their classes if they decide not to attend. Students must drop their classes by the published deadline to avoid tuition charges and payment obligation.
Viewing or Paying Your Account Balance Online

Tuition payment deadlines are published in the semester course schedule and on the Business Office website at www.normandale.edu/business-office.

Invoices are not mailed to students. Students are required to obtain their account balance from the MnSCU web portal (eServices) link, located on the Business Office website. Login requires the student’s Star ID and password. Account information is found under the “Payments and Refunds” link on the left side of the screen. Account balances for other MnSCU colleges will appear if the student’s Social Security number is on file at both Normandale and the other MnSCU institution(s) in which the student has enrolled.

Unpaid Accounts

The College may withhold a student’s grades, transcripts and registration for failure to fulfill financial obligations. Past due accounts will be assessed a late fee and are subject to referral to the Minnesota Department of Revenue or other collection agencies. The Business Office’s website provides information about collection efforts that may be imposed on individuals with past due balances.

Refunds/Overages

Students are encouraged to take advantage of receiving their tuition refunds, financial aid overages, and student payroll as Direct Deposit versus a paper warrant.

The benefits of direct deposit are:
- It’s faster — funds are available in the student’s bank before any checks are issued.
- It’s easier — students don’t have to make a trip to the bank to cash the check.
- It’s safer — direct deposits never get lost in processing.
- It’s free — no fees are charged to participate.

More information is available on the Business Office website at www.normandale.edu/business-office under “Direct Deposit for Refunds.” Sign up for direct deposit by logging into the MnSCU web portal (eServices) and going to “Direct Deposit Setup” under the Financial Aid section.

Tax Credit Information

Toward the end of January, MnSCU’s System Office will mail or make available on eServices a 1098-T form to students whose Social Security number is on file with Normandale Community College and who have paid eligible tuition and fees during the previous year.

Students are encouraged to opt in to receive their tax statements electronically through eServices. When tax statements are available, students will receive an email at their my.normandale.edu address and will also see a notification message in the Action Item area on their eServices dashboard that states: “Important Tax Return Document Available: 1098-T Tuition Statement.” Students can view and download a PDF of their 1098-T tax form by clicking on the links in these communications or in eServices under the Bills and Payment section. Students can reprint their forms at any time.

The System Office will create one consolidated 1098-T form to students who have made payments or received financial aid or third party financial assistance at more than one MnSCU institution. The System Office may elect to print 1098-T forms for students without a Social Security number on file or if all of the student’s tuition was paid by a third party.

Normandale cannot and will not provide any tax advice.

Refund Policy

Except for the provisions for financial aid recipients as outlined in this section, tuition and fees will be refunded according to the policy described herein. Refunds will be processed after the free drop period and after the student’s account balance has been paid in full. This balance may include future term charges, book charges or repayment of financial aid.

Refunds will be issued to the account holder (the student) either by check (mailed to the address on file with the College) or by direct deposit. Direct deposit sign up is available by logging into the MnSCU web portal (eServices) and going to “Direct Deposit Setup” under the Financial Aid section.

Fall and Spring Semesters

Through the first 5 days of the semester (or one day after the class begin date for late-starting or weekend classes), students may drop classes and receive a refund for the cost of the class(es) dropped. After that point, a withdrawal (W) grade is recorded and students are financially responsible for those credits.

A student who withdraws from all classes after the 5th day of the term will be refunded according to the following schedule (no refund is allowed if the student remains in one or more classes).

<table>
<thead>
<tr>
<th>Withdrawal from all classes only</th>
<th>Refund Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th - 10th day of the term (letter grade of W)</td>
<td>.................75%</td>
</tr>
<tr>
<td>11th - 15th day of the term (letter grade of W)</td>
<td>.................50%</td>
</tr>
<tr>
<td>16th - 20th day of the term (letter grade of W)</td>
<td>.................25%</td>
</tr>
</tbody>
</table>
Summer Semester
The summer semester begins in late May or early June and ends after the first week of August. Various sessions are offered within the summer semester, with varying start dates and lengths. The summer refund policy is as follows:

Through the first 5 days of the summer semester (which begins in late May) or one day after the first class meeting for all other sessions, students may drop classes and receive a refund for the cost of the class(es) dropped. After that point, a withdrawal (W) grade is recorded and students are financially responsible for those credits. A student who withdraws from all classes before the 6th and 10th day of the summer semester will be refunded 50% of their tuition and fees. No refund is allowed if the student remains in one or more classes. There is no refund for withdrawal after the tenth day of the term.

Refund Policy for Students with Denied Financial Aid Suspension Appeals
A student who submits a properly completed suspension appeal form (including appropriate documentation) on or before that semester’s published suspension appeal deadline may be granted permission to drop a class or classes with refund after the drop/refund deadline if the financial aid suspension appeal is denied after the semester begins. The student will be notified via college email or other means of this decision. The student will then be given five (5) business days after the notification date (email timestamp) of such denial to elect to drop all or a portion of his/her enrolled academic credits without penalty or obligation. The dropped credits will be treated as a cancelled registration the same as if the drop were recorded prior to the term’s registration and financial obligation date, and the tuition/fee charges related to the course or courses will be removed from the student’s financial liability to the college or university.

A student who elects to drop all or a portion of his/her enrolled academic credits within the five (5) business days after the notification of denial for financial aid reinstatement must withdraw from the class(es) no longer desired and must notify the college of this decision by submitting a drop/refund appeal form, with documentation of the denied appeal, to the Records Office within this timeline. All or a portion of a student’s enrolled academic credits dropped/withdrawn later than five (5) business days after the notification of denial will be subject to normal college academic and financial policies.

This provision is available only to students who are subject to the tight timelines that occur between certain academic terms.

Therefore, students who meet the following criteria are granted this provision:

- Receive suspension notices after fall semester and submit appeals for financial aid eligibility for the subsequent spring semester,
- Receive suspension notices after spring semester and submit appeals for financial aid eligibility for the subsequent summer semester, OR
- Receive suspension notices after summer semester and submit appeals for financial aid eligibility for the subsequent fall semester

Students who meet the following criteria are not granted this provision:

- Receive suspension notices after spring semester and submit appeals for financial aid eligibility for the subsequent fall semester, OR
- Submit appeals for financial aid eligibility following a suspension that occurred earlier than the most recent prior term

Refund Appeals
Exceptions to the refund policy may be considered, at the discretion of the College, when extended illness of the student or immediate family member keeps the student out of all classes for two or more weeks, upon the death of an immediate family member, or due to college error. Appeals for a drop and/or refund of courses must be submitted by the last business day of July of the academic year in which the courses were taken. Documentation supporting the appeal is required. The College may not consider appeals for any reason when the student has attended more than six weeks of the term. The College will not consider appeals based on the student’s inability to pay; lack of knowledge of the College’s drop, refund or withdrawal policies; dissatisfaction with the instructor, class or grade; change in marital status; child care issues; transportation issues; or disregard or lack of understanding of course prerequisites or placement requirements.

Students must complete a drop/refund/withdrawal appeal form and follow the procedures outlined therein. The appeal form is available from the Records Office in person or online at the Registration and Records pages.

Students who have received financial aid for a term may not be eligible for refunds during that term, regardless of their reasons for dropping or withdrawing from courses. It is the student’s responsibility to determine how their financial aid eligibility or award would be affected by approval of a course drop. For more information, consult the section entitled Refunds and the Return of Title IV Funds or visit the Office of Financial Aid and Scholarships.
Refunds and the “Return of Title IV Funds” Policy

Financial aid recipients who completely withdraw from or stop attending a term prior to the 60% point of that term are subject to the federal return of Title IV fund rules for any federal aid not earned and the Minnesota Office of Higher Education refund calculation for Minnesota State grant, scholarship or loan aid. Examples of both calculations are available from the Business Office at the student’s request in person. Students may also be eligible for a refund of a portion of the tuition and fees paid to Normandale for the semester, according to the Normandale refund policy. If the student received financial aid, then a portion of the refund will be returned to the grant or loan program from which it was received and the student may owe Normandale for a portion of the tuition and fees.

Students who wish to completely withdraw from a term must do so according to Normandale’s withdrawal policies. Financial aid recipients are responsible for understanding the impact of such action on their student account and MUST contact the Business Office at 952-358-8227 after withdrawing.

Normandale’s refund policy exists for calculating the refund of institutional charges. The federal Return of Title IV Funds formula dictates the amount of federal Title IV aid that must be returned to the federal government by the school and the student.

The federal formula requires a return of Title IV aid if the student received federal financial aid and withdrew or stopped attending all classes on or before completing 60% of the semester. The percentage of Title IV aid to be returned (that which is unearned) is equal to the number of calendar days remaining in the semester divided by the total number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded.

The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The institution’s share is allocated among the Title IV programs, before the student’s share, in the following order: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Direct PLUS Loan, Federal Pell Grant, and Federal SEOG. Any remaining unearned aid is the responsibility of the student, must be collected from the student, and then must be allocated among the Title IV programs in the order indicated above.

Normandale will calculate its share of unearned Title IV funds and notify the student no later than 30 days after it determines that the student withdrew and will return the funds within 45 days. Students return their share of unearned aid attributable to a loan under the terms and conditions of the promissory note. Normandale may allow the student to repay unearned aid attributable to a grant under a payment arrangement satisfactory to Normandale. However, the student is not responsible for returning funds to any grant program to which they owe $50 or less.

Determination of Resident Status

A student’s status as a resident or non-resident of Minnesota for tuition purposes is determined in accordance with MnSCU Board Policy 2.2.

Students who meet one or more of the following conditions on the date they apply for admission to a state college or university shall be classified as residents of Minnesota.

1. Students who resided in the state for at least one calendar year immediately prior to applying for admission, or dependent students who have a parent or legal guardian residing in Minnesota on the date the students apply.

2. Minnesota residents who can demonstrate that they were temporarily absent from the state without establishing residency elsewhere.

3. Persons who moved to the state for employment purposes and, before moving and before applying for admission to a public postsecondary institution, accepted a full-time job in the state, or students who are spouses or dependents of such persons.

Non-Residents of Minnesota who meet one or more of the following conditions shall be charged the resident tuition rate.

1. Active Duty Military. U.S. military personnel serving on active duty assignment in Minnesota, veterans, and their spouses and dependent children.

2. Migrant Farmworkers. Students who have been in Minnesota as migrant farmworkers, as defined in the Code of Federal Regulations, title 20, section 633.104, over a period of at least two years immediately before admission or readmission to a Minnesota public postsecondary institution, or students who are dependents of such migrant farmworkers.

3. Minnesota High School Graduates. A student who graduated from a Minnesota high school, if the student was a resident of Minnesota during the student’s period of attendance at the Minnesota high school and the student physically attends a Minnesota State College or University.

4. Employment-related Relocation. Persons who were employed and were relocated to the state by the person’s current employer.

5. Refugees and Asylees. Students who are recognized as refugees or asylees by the Office of Refugee Resettlement of the United States Department of Health and Human Services.
Students who are initially classified as not being Minnesota state residents may have their status changed to that of resident by successfully appealing their initial residency classification. Petitions for in-state tuition are available from the Records Office or at www.normandale.edu/records.

Reciprocity Agreements
Any student who is a legal resident of Wisconsin, North Dakota or South Dakota may attend a Minnesota public institution and pay a reduced non-resident tuition rate.

The Minnesota Office of Higher Education (MOHE) provides information about reciprocity and applications at www.ohe.state.mn.us. Hover over “Paying for College”, then click “Reduced Out-of-State Tuition Options”. Alternatively, students may contact their home state’s higher education board for reciprocity information.

Manitoba Reciprocity
Legal residents of Manitoba are eligible to pay Minnesota resident tuition and fees if they attend any public college or university in Minnesota. Manitoba residents must indicate “Manitoba reciprocity” on their application to Normandale to take advantage of the resident tuition rate.

North Dakota Reciprocity
North Dakota University System
Reciprocity Program
1815 Shafer St., Suite 202
Bismarck, North Dakota 58505-1217
Tel: 701-224-2541
www.ndus.edu/students/exchange-reciprocity-programs/

South Dakota Reciprocity
A reciprocity application is not required for South Dakota residents attending Normandale. For other questions, contact:
South Dakota Board of Regents
Reciprocity Program
Box 2201, University Station
Brookings, South Dakota 57007-1198
Tel: 605-688-4497 or 800-952-3541
Email: Joella_anderson@sdstate.edu

Wisconsin Reciprocity
Wisconsin Higher Education Aids Board
Reciprocity Program
P.O. Box 7885
Madison, WI 53707-7885
Tel: 608-267-2209
Email: HEABmail@heab.state.wi.us
http://www.heab.wi.gov

Midwest Student Exchange Program
The Midwest Exchange Program (MSEP) is an interstate initiative established by the Midwestern Higher Education Commission to increase interstate educational opportunities for students in its member’s states. This tuition discount program includes the nine participating states of Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota and Wisconsin. Participating students will pay reduced tuition (the rate is available from the PDF Tuition and Rates download found on the Tuition Rates page in the Business Office website).

Students who wish to take advantage of this program must indicate “MSEP” on their Normandale College application. (Students from North Dakota and Wisconsin should pursue reciprocity rather than MSEP.) Additional information is on the MSEP website at http://msep.mhec.org.
Overview and Philosophy

The decision to invest in your future through education is an important one. At Normandale Community College, we pride ourselves on working with students to keep their educational goals within reach.

The purpose of Normandale Community College’s Financial Aid and Scholarship program is to provide financial assistance, which, in combination with the resources expected from a student and/or a student’s family, will enable the student to attend Normandale Community College. Normandale Community College expects a student or a student’s family to make a realistic effort to contribute toward a student’s educational expenses as an investment in a student’s future. Financial aid is not intended to replace the role of the family in financing a student’s education.

The majority of services provided by the Financial Aid and Scholarship Office staff are governed by federal and state rules and regulations, often leaving little, if any, flexibility in funding, eligibility or amounts that can be offered based on a variety of criteria. The goal of the staff, however, is to provide students with information in as timely a manner as possible to supplement students’ decision-making process in investing in their education.

Financial Aid Application Process

To apply for all types of federal, state and institutional funds at Normandale Community College a student must:

1. Apply for a Federal PIN at www.pin.ed.gov. Parents should apply for a PIN, also. The PIN serves as an electronic signature.

2. Complete the FAFSA on the Web Pre-Application Worksheet, available from the Normandale Office of Financial Aid and Scholarships or on the web at www.fafsa.gov. This will assist in collecting the necessary information.


4. By listing Normandale’s school code 007954 on the web application, the student is applying for all federal and state aid programs at Normandale.

5. Respond to all communication from the Financial Aid and Scholarships Office immediately. Until all requested documentation is received, the Financial Aid and Scholarships Office cannot determine eligibility for aid.

6. The deadline to apply for the Minnesota State Grant program is 30 days after the start of the term.

In order to be assured full consideration for aid from all programs a student may be eligible for, the student’s file, including all support documents, must be complete in the Financial Aid and Scholarship Office by the priority deadline of April 1, 2015. Applications submitted after April 1, 2015 will be considered as funds are available.

A complete financial aid file will generally include the following:

- Institutional Student Information Report (ISIR). This is the result of a student’s FAFSA.
- Academic transcripts from all previously attended colleges.

A student may be required to provide:

- Verification Worksheets (verifying household size, number in college, income, child support paid or other requested items).
- A 2014 IRS tax transcript, spouse’s tax transcript (if applicable) and parents’ (if applicable) 2014 IRS tax transcripts. For non-tax filers, W-2s from all jobs worked may be required.
- Verification of Veteran’s benefits for the current year.
- A copy of an Alien Registration Card or I-94, if requested.
- Proof of Selective Service registration, if requested.
- Proof of U.S. citizenship status, if requested.
- A copy of a Social Security card, if requested.
- Any other forms which may be requested by the Financial Aid and Scholarship Office.

Financial Aid Programs Available

Grant and Scholarship Programs:

- Federal Pell Grant (Pell)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Minnesota GI Bill
- Minnesota State Grant (early deadlines apply)
- Post-Secondary Child Care Grant
- Institutional Scholarships
- Private Scholarships
- ALLISS Grant (based on availability of funds)
Financial Aid and Transfer Students

If a student completes a 2015-2016 financial aid file at another institution and then decides to attend Normandale, the student must complete a financial aid file at Normandale. Financial aid does not transfer from one institution to another.

The Financial Aid and Scholarship Office must receive financial information from the Central Processing System. To get started, go to www.fafsa.gov, click on “Start Here” and login to your 2015-2016 completed FAFSA. Add Normandale Community College, code 007954, on the “School Information” tab. Normandale will receive the information in approximately seven days. Once we receive the information, a student will receive a letter from Normandale’s Financial Aid and Scholarship Office indicating the other documentation that is required to complete the financial aid file.

Tuition/Deferment Policy

Students are responsible for paying their full tuition and fees by the established payment deadline unless they are eligible to receive a deferment through the Business Office or have signed up for the Nelnet payment plan with the Business Office.

The Business Office will defer a student’s tuition and fees if they have submitted their Free Application for Federal Student Aid (FAFSA) AND Normandale has received the results of the FAFSA from the Central Processing System by the published deadline.

Important: Students whose FAFSA results are not received by the College by the published payment deadline must make other arrangements for payment of tuition, fees and books. Options include cash, credit card or the Nelnet payment plan. Students’ expenses may be reimbursed with the receipt of financial aid later in the term.

Students who have a consortium agreement and are receiving aid at another college or have had their financial aid canceled because of unsatisfactory academic progress will NOT be deferred and will need to make payment by the established deadline.

Students not meeting this deferment policy must pay their full tuition and fees by the established payment deadline or their courses may be dropped. However, students who decide not to attend must not rely on the College to drop their classes for them. Students must drop their courses to avoid payment obligations.

Other Aid Facts

• Application for financial aid should be made well in advance of the time the funds are needed. It is recommended that students allow at least five weeks for the processing of financial aid.
• Students may be able to charge books in the Bookstore prior to the start of each term if aid exceeds charges. Check the website for more information.
• If special or unusual circumstances need to be considered, contact the Financial Aid and Scholarship Office.
• All financial aid balance checks are disbursed from the Business Office and are either direct-deposited into the student’s designated bank account or are mailed to student’s permanent address.
• Students may receive aid from only one school for the same period of enrollment.
• Students must reapply for financial aid every year.
• Summer aid is based on the prior year’s financial aid application (i.e., Summer 2016 is based on the 2015-2016 financial aid application). Students must have applied for aid by May preceding the summer term.
• Once a student has attempted and received aid for 30 credits of remedial (not college-level) coursework, excluding EAP (English for Academic Purposes) courses, the student cannot receive aid for further remedial courses, except EAP courses.

Scholarships

Normandale Foundation Scholarships

Normandale Community College makes scholarship funds available to students through endowment earnings, gifts to the College and grants from outside foundations. The scholarship program recognizes students who have demonstrated outstanding academic, leadership, service and extracurricular achievements. Scholarships also recognize financial need, programs of study and other accomplishments.

External Scholarships

Information about scholarships that are available from sources other than Normandale can be found on the Normandale Scholarship Opportunities webpage or at FASTWEB, an online scholarship search engine.
Student Rights and Responsibilities as a Financial Aid Recipient

- Students have the responsibility to ensure that their address is correct in the Records Office at all times, as aid notifications will be mailed to this address.
- Email is the primary means of communication between Normandale and you. Activate your official Normandale email account today by visiting the student email page. It is your responsibility to open and read all email from Normandale. The Financial Aid and Scholarship Office will be communicating critical information to you via your my.normandale.edu email account.
- Students have the responsibility to apply for and maintain their Federal PIN.
- Students have the right to know that their financial aid award is based on calculated financial need. Generally, need is determined from the results of students completing the Free Application for Federal Student Aid. Need is defined as the difference between the costs of attending school (at a modest level) and the resources available to the student from his or her own income and assets, parents’ income and assets and outside sources.
- Students have the right to be informed of the terms of any aid program awards they are offered and to continue receiving that aid as long as they are eligible and resources permit.
- Students have the right to accept, reject or seek adjustments to their financial aid awards without prejudice.
- Privacy of information provided by the student and family will be maintained. Information from the student’s file will not be released outside the College without a written release except as permitted or required by law.
- Students must provide accurate and factual information. In addition, students must notify the Financial Aid and Scholarship Office of any change in information submitted such as withdrawal from school; reduction in number of credits below full time status; change in address, name, marital status; financial information on application forms and change in educational plans.
- To receive financial assistance from all federally and state funded programs, a student must be enrolled as a regular student for the purpose of obtaining a degree or certificate at Normandale.
- Financial aid recipients funded as full time students are expected to register and enroll for a minimum of 12 credits per term; as three quarter time, for a minimum of 9 credits per term; as half time, for a minimum of 6 credits per term.
- Students must repay all loans in accordance with rules and regulations governing the programs and the terms outlined in their truth in lending and promissory note forms. Students who default on any loan may be denied additional aid, and the loan will be turned over to the appropriate institution or agency or the State of Minnesota for collection.
- Students have the responsibility to submit forms on time, keep financial aid appointments, check the Financial Aid and Scholarship website and consult the Financial Aid and Scholarship Bulletin Board for updates and new information and use the aid for the purpose of attending college and related expenses.

Financial Aid Satisfactory Academic Progress

See the Satisfactory Academic Progress Policy in the Academic Policies and Procedures section of this catalog.
Advising and Counseling
Professional, qualified and experienced advisors and counselors are available to assist students with academic concerns, either on a walk-in basis in the Mahendra Nath Advising Center or by appointment. Counselors are also available to meet with students regarding personal concerns.

For information about counselor and advisor availability or to schedule an appointment, call 952-358-8261, or visit the Advising and Counseling website at www.normandale.edu/counseling and click on “Service Hours” in the left column.

Academic Advising
Advisors and counselors are available to help students achieve their educational goals.

Academic planning services include:
• Academic advising
• Transfer information
• Assistance with decision-making and exploring and selecting academic majors
• Placement test interpretation
• Transcript evaluation
• Educational planning for two-year career programs
• Mahendra Nath Advising Center resources

Personal Counseling
Sometimes it is important to discuss personal issues privately with a counselor. The Advising and Counseling Department provides a confidential setting where a student may discuss concerns and achieve a better understanding of themselves—their feelings, attitudes and capabilities.

Personal counseling services include:
• Confidential individual appointments
• Crisis intervention
• Mental health screening and fair
• Workshops on mental health topics
• Referrals to outside agencies

Visit www.normandale.edu/personal-counseling to find links to:
• 24 hour information and referrals
• 24 hour crisis lines
• Information on various mental health issues
• Virtual pamphlet collection on academic concerns and mental health and relationship issues

Career Development
A variety of assistance is available to help students explore career options. Counselors can help students develop career goals and explore alternatives. Programs are available for students to explore possible career goals.

Career development services include:
• Individual career counseling
• Computer resources
• Strong Interest Inventory
• Myers-Briggs Type Indicator
• Career workshops
• Individual career counseling
• Mahendra Nath Advising Center resources

Visit www.normandale.edu/career-planning and find links to:
• Information on going from majors to careers
• “What can I do with a major in _________”
• How to create an informational interview
• Job search information
• Decision-making information
• Educational planning based on career choice

Mahendra Nath Advising Center
Website: www.normandale.edu/capc
Telephone: 952-358-8638

The Mahendra Nath Advising Center provides services to students and the community in two major areas: career information and academic resources.

Our mission is to provide high quality assistance within a friendly and supportive environment.

Academic Planning Resources
• Fact sheets on Normandale programs and degrees with emphasis
• Catalogs from other Minnesota colleges
• CollegeSource Online, a virtual database with more than 57,000 national and international catalogs. This database provides search criteria for majors, location, size and cost of school
• Resources to assist in choosing a major; information about adult learning programs; national college guidebooks; scholarship information; study abroad information
College Success Program

The College Success Program is a unique program to help create an academic foundation so that students can be successful at Normandale. It also provides students with an opportunity to form connections with peers, instructors, and other members of the college staff.

Students automatically participate in the College Success Program when their placement test results include READ 0860 and ENGC 0800 or ENGC 0900.

Students will exit the College Success Program when they have successfully completed READ 0860 and NCC 1000. Contact Jim Sutton at 952-358-9092 for more information or questions.

Consumer Information Requirements

Federal law requires all colleges and universities participating in federally funded financial aid programs to make information about the institution available to the public, current and prospective students, current and prospective loan borrowers, and current employees.

Normandale Community College is committed to the principle of promoting access to information that will allow consumers such as students, parents, counselors, researchers, and legislators to make informed decisions about postsecondary education.

This information is available on the College website and in the Office of Student Affairs.

Office for Students with Disabilities

The Office for Students with Disabilities (OSD) is a student service that provides accommodations, academic support, and referral information for students with disabilities. Students who may qualify for services include those with learning disabilities, vision and hearing losses, physical and psychological disabilities, traumatic brain injuries, ASD, attention deficit disorders, and others. Accommodations are determined on a case-by-case basis and may include but are not limited to test taking, note taking, sign language interpreters, assistive listening devices, audio books, and other reasonable accommodations. Services are also available for students with temporary injuries. Students must register through the intake/interview process in order to receive reasonable accommodations. Appointments can be made by calling 952-358-8625/8623, emailing osd@normandale.edu, or speaking with the staff in L 2700 or L 2740. Early application is essential for timely implementation of accommodations. Additional information is available at www.normandale.edu/osd.

Library

Library website: www.normandale.edu/library

The mission of the Normandale Library is to provide students with a wide range of information resources and quality professional services in support of the College curriculum. The Library also serves as a resource for faculty, staff and the community.

The Library is an integral part of the educational process at Normandale. To meet students’ needs, the Library has a wide variety of media, including books, magazines, journals, DVDs, streaming videos, CDs, slides, online databases, and maps. In addition, faculty frequently place course materials on reserve for check-out at the circulation desk. Print materials not owned by Normandale may be requested at no charge from other libraries through interlibrary loan.

Students may check out books from the general collection for 21 days and back issues of periodicals for two days. Some materials (e.g. audiovisual items, current magazine issues, books from the reference collection) are available for use only in the Library. In order to gain off-campus access to Library databases, students need to use the barcode on the back of their Normandale ID (NCC Card).

At Normandale, all materials are cataloged utilizing the Library of Congress Classification System. All items can be searched via MnPALS, an automated online catalog. Collections from other libraries can also be searched with this catalog. The Library’s combined search function allows a single, simultaneous search of all Normandale Library materials and online resources.

Faculty librarians can assist with in-depth searches, and staff can assist in operating the computers.

Research instruction is also offered individually at the reference desk and during classes, as arranged by instructors.

Copies of materials can be made at a cost of $.05 per page on the photocopy machines or the microform machine printer. Printing from Library computers costs $.05 per page and is deducted from student print accounts.

Audiovisual equipment and desktop computers are available for student use in the Library. Electrical outlets for laptop computers and a wireless connection to the Internet are provided throughout the library. Group study rooms and laptop computers are also available for checkout at the circulation desk.
Diversity Center
The Diversity Center is open to all currently enrolled Normandale Community College students and is a great place to meet people and make friends. The Center also a great place to study or use an on-campus computer. The Center strives to support students from under-represented populations and first generation college students and encourage overall student success.

We celebrate the contributions of students from a variety of diverse backgrounds by focusing on student engagement, and peer support. The Diversity Center recognizes that diversity goes beyond race and nationality and accepts that everyone has something valid and unique to contribute. The Diversity Center also sponsors cultural programming that enriches the student experience and encourages cross-cultural dialogue and education throughout the Normandale community.

The Center is located on the first floor of the College Services building in Room C 1101 and can be reached at 952-358-8436.

Textbooks
The Textbook Depot, located in the lower level of the Kopp Student Center, offers all materials required for class, including new and used textbooks and textbook rentals. All other school supplies (notebooks, pens, binders, etc.) can be purchased in the Campus Store, located on the upper level of the Kopp Student Center.

All textbooks (including optional titles) are returnable only until the end of the second week of classes. Textbooks may only be returned if they have not been removed from their original shrink-wrap and are accompanied by the original sales receipt.

Books purchased for classes that meet for two weeks or less are only returnable within two days of purchase.

Students who are buying their textbooks in person must bring a class schedule and photo ID. Payment options include financial aid, payment plan, agency accounts, check, cash, Visa, MasterCard and Discover.

Students can purchase their textbooks online at the college bookstore website and can pick them up in the Textbook Depot area or have them shipped via UPS for a delivery fee. Students will receive a confirmation email when their order is received, and then a second email (usually within two business days of their order) when their web order is ready to be picked up or to be shipped. Students must present a photo ID to obtain their books.

Tutoring/Writing Center
The Tutoring Center, located in C 2120, has tutoring services available in a centralized location for all Normandale students.

Available resources include walk-in tutoring assistance, Supplemental Instruction (SI) group sessions for specific classes, and study information.

For more information about the services of the Tutoring Center, contact Beena Koshy Cook.

Tutoring:
The Tutoring Center offers all Normandale students free, walk-in tutoring provided by faculty, staff and peers in core academic courses including mathematics, writing, science, logic, reading and EAP. Tutoring schedules are Tutoring website and in the center on second floor of the College Services Building.

Supplemental Instruction (SI):
SI review sessions are offered in certain historically difficult Normandale courses by trained tutors who attend the course. The review sessions are regularly scheduled, out of class, voluntary, and are open to all students enrolled in the course. Specific session information is available in the center.

Online Tutoring:
Normandale students are eligible to receive up to 300 minutes per year in online tutoring through Smarthinking. This service provides tutoring support in mathematics, writing, science, accounting, world languages and more. Tutoring is available 24/7 and includes online interaction with tutors, an online writing lab and the ability to submit questions and receive responses from a tutor. The Smarthinking link can be accessed through Desire2Learn (D2L).

Writing Center
The Writing Center offers students peer tutoring on college writing assignments. Tutors emphasize clarity and organization of main ideas, effective style and recognition of standard punctuation and grammar practices. Proofreading is not offered.

ID Card Services
Website: www.normandale.edu/idcard
Phone: 952-358-8120

The Normandale Campus Card is the official student identification card for Normandale Community College. It reflects a student’s name, photograph, Student ID number, and library bar code. The Card provides access to services at a variety of locations across campus, including the Library, the Math Center, the Music Lab, the Activities Building and Fitness Center, and the Biology Learning Center. Students also use their card for on-campus printing.
Bank Card
You may visit the U.S. Bank campus branch to open an account and activate your Campus Card as a debit card. Use it at any ATM or make PIN debit purchases, and the amount will be automatically deducted from your checking account.

Cards may be obtained during posted hours at the Kopp Central/Information Desk. Students must present a valid ID and their Student ID number. The student’s first card is free. Replacement cards are available for a $10 fee, payable at the Kopp Central.

Student Involvement in Decision Making
Students have the right to present their views on all matters involving or affecting student interests. This right is affirmed by the Minnesota State Colleges and Universities (MnSCU) Board of Trustees, which views students as important partners in the College’s decision-making process. Within its governing policies, MnSCU mandates the recognition and funding of a student government at all state colleges and universities. MnSCU further outlines the basic role of a student government and Student Life program. Student government provides student representation and input on College matters and issues that impact them as students. Specific areas of responsibility include the recognition of student clubs and organizations, appointment of student representatives to institutional and search committees as appropriate, monitoring the allocation of student activity fees and recommending institutional and statewide policy changes as necessary. For more information about student involvement in campus decision-making or a copy of the MnSCU policies that govern such involvement, please contact the Student Life Coordinator/Student Senate Advisor.

Transportation
Bus Service
Metro Transit and BE Line buses provide transportation directly to Normandale. Major transfer hubs are located in Minneapolis, the Mall of America, Southdale Shopping Center, Best Buy Corporate Headquarters and at 82nd Street and 35W.

Normandale encourages use of mass transit by selling discount bus passes, available at Kopp Central. For transit information and route planning, visit the Metro Transit website at www.metrotransit.org or call 612-373-3333.

Ride Share Board
Students can find information about ride sharing at the Ride Share Bulletin Board in the Science Building/Kopp Student Center hallway, online at www.MetroTransit.org or by telephone at 651-602-1602.
Center for Experiential Education

Experiential education builds knowledge, develops skills and clarifies values by engaging learners in direct experience, community engagement and focused reflection. The Center for Experiential Education includes Service-Learning, Cooperative Education, Volunteering, and Leadership through Service.

Experiential Education
• Develops future leaders
• Connects experiential education to the curriculum through reflection
• Links students to their community
• Meets community needs while earning credit
• Builds a strong resume
• Provides career networking opportunities

Service-Learning
Service-Learning integrates classroom theory with meaningful community service projects in an effort to enhance curriculum and promote civic responsibility. Normandale faculty and students agree that involvement in service strengthens the learning process.

Students can participate in Service-Learning by:
• Enrolling in a class that offers a Service-Learning option;
• Enrolling in Sociology 1103, Service-Learning and Community Awareness;
• Getting involved in a variety of on/off-campus projects.

For more information, contact servicelearning@normandale.edu.

Internships
Internships provide the opportunity to explore career options in a supervised work setting.

Students spend approximately 7.5 to 20 hours per week on the job, earning 1-8 credits per semester. Students meet with faculty to fulfill course requirements.

Information can be found in the course schedule and at the Center for Experiential Education.

Volunteering
Students not enrolled in a service-learning course can still benefit from experiential education by getting involved in their community through volunteering. Resources and assistance in how to get started can be obtained at the Center for Experiential Education.

Leadership Through Service
Leadership Through Service (LTS) is a program that aims to foster civic engagement among college students and encourage positive relationships between campuses and communities.

Students accepted into the program complete 300 hours of direct service. LTS provides a financial award of $1,000.

Students involved in LTS benefit by developing their workforce skills and connections with the community. New student cohorts begin at the start of the fall and spring semesters.

For More Information
Contact the Center for Experiential Education staff:
Gina Montilino, Coordinator
C 1068 / 952-358-8677
gina.montilino@normandale.edu

Paige Wheeler, Lead Coordinator
C 1067 / 952-358-9074
paige.wheeler@normandale.edu
Academic Policies and Procedures

Degrees and Certificates Awarded

Normandale’s academic awards include certificates (4-30 credits), Minnesota Transfer Curriculum (MnTC) certification (40 credits), and degrees (60 or more credits), which include the Associate of Arts degree, the Associate of Fine Arts degree, the Associate of Science degree and the Associate of Applied Science degree. Refer to the Programs of Study section of this catalog for additional information and specific degree requirements.

Effective Catalog Requirements

Students are responsible for the information the catalog contains and are therefore encouraged to reference it often. Procedures, course titles and regulations may change, but decisions regarding individual programs, permanent records and transcripts are based on the year of the student’s initial enrollment. The catalog will be invaluable in the years to come, particularly if a student transfers to another college.

Students completing program requirements in four or fewer years may follow either the catalog requirements in effect at the time of their initial enrollment or the requirements of any succeeding catalog in effect during their period of enrollment.

Students who take longer than four years to complete program requirements at Normandale may follow any catalog in effect during the 4-year period immediately preceding their date of graduation. Requirements for this catalog take effect fall 2015.

Course Numbering System

1000-2999 College-level courses designed to meet associate degree requirements and lower division (freshman and sophomore) requirements for a baccalaureate degree.

0001-0999 Courses designed to develop academic skills required for successful performance in college-level courses. These courses are not intended to meet associate or baccalaureate degree requirements. In order to continue to the next level in a course sequence, the student must have earned a grade of P or C or higher.

Enrollment Level

15 credits The average number of credits needed each semester to graduate in two years or four semesters. Note that some programs have a higher credit requirement and therefore require additional credits per semester or will take longer to complete. This is considered full-time for Minnesota State Grant eligibility purposes.

12 credits The minimum credit level to be considered enrolled full-time for purposes of federal financial aid, health and automobile insurance, Social Security, veterans' benefits and other purposes.

9 credits The minimum credit level to be considered enrolled three-quarter time.

6 credits The minimum credit level to be considered enrolled half-time.

Registration and Adding Courses

New students register during their Advising and Registration session (consult the Advising and Registration section of this catalog for complete information). For currently enrolled students and students who have previously attended Normandale, summer and fall registration begins mid-spring semester, and spring registration begins mid-fall semester. Students are assigned a registration time (or window) based on the number of credits they have earned. Students can determine their registration window from eServices or the Registration Guide, which is available on the Records Office website.

With the exception of those students who are enrolled in programs that require an advisor or counselor’s written approval prior to registration, students register using eServices. Registration instructions are available on the Register Online page at www.normandale.edu/records or from the Records Office in person.

For classes offered during the fall and spring semesters, students can register and add classes through the fifth day of the term (for full-semester classes) or the first business day following the first class period (for weekend classes and classes that do not meet the full semester). For classes offered during the summer, students can register and add classes through the third day of the late May/early June session (the first session of the summer semester) or the first business day following the first class period (whichever is later).
Adding Classes after the First Day
Although College policy allows students to add classes through the fifth day of the semester (or the third day of the summer semester), not all courses are designed to accommodate students who miss the first or subsequent class meeting(s). Students are advised to consult the instructor before adding a class after it has started.

Registration Credit Limit
Normandale limits the number of credits for which a student can register each semester to ensure academic success. During fall and spring semesters, students may register for up to 18 credits. Registration for 19 or more credits requires written approval from an academic advisor or counselor. The maximum enrollment during the summer semester is 14 credits, with a recommendation that a student enroll in no more than 8 credits in a session.

When determining the number of credits for which they plan to register, students should consider the rigor of their selected coursework, their history of academic success, work and family obligations, and other factors that may impact a student's academic life.

Drop or Withdrawal from a Course
During the first five days of the fall and spring semesters and the first five days of the first summer session, a student may drop a class (remove it from his or her academic record). For late-starting classes, weekend classes and other classes that do not meet the full length of the term (including classes that begin after the fifth day of the first summer session), students can drop through the end of the business day following the official course begin date. After the drop period, a student may withdraw from any course prior to the withdrawal deadline (approximately 80% of the length of the course). Withdrawal deadlines are published in the registration guide each term for full-term on-campus classes; students should consult individual course section notes in eServices for withdrawal deadlines for online, hybrid, and classes that do not meet for the full term.

When a student withdraws from a class, a grade of W is recorded on the student's academic record. A grade of W does not count as credits attempted or earned for calculating a student's GPA, but it is considered for the purpose of satisfactory academic progress for enrollment and financial aid. A student who drops or withdraws from a course is no longer allowed to attend or participate in that course.

Students are encouraged to confer with their instructors and an advisor or counselor as part of the official withdrawal process.

Students must drop and withdraw from their classes using eServices. Instructions are available in the semester Registration Guide by clicking “Course Schedules and

Course Prerequisites
A prerequisite is a requirement that a student must complete in order to enroll in a course. Prerequisites include courses, placement test results and other criteria established by faculty to ensure a student has adequate preparation to be academically successful in a course. The college catalog, the semester course schedule and eServices indicate course prerequisites. EServices does not enforce prerequisites for most classes, but students are responsible for understanding and adhering to prerequisite requirements for all classes. For mathematics courses, prerequisites must have been completed within 24 months before the date the course begins.

Students who register for a course for which they have not met the prerequisite requirements may be removed from that class and receive no refund.

Students may apply for a Waiver of Course Prerequisite, available from the Advising and Counseling Department. The appropriate division administrator approves or denies the request based on individual discipline or program criteria.

Attendance
Students are expected to attend all classes and are responsible for all instruction and coursework. Failure to fulfill course obligations because of illness, accident or other unavoidable circumstances must be discussed with instructors. Whenever possible, arrangements to make up work should be made in advance. Students should understand that some faculty consider attendance and
participation when determining final grades. Faculty are not obligated to provide instruction, make alternate arrangements nor accept late coursework from students who miss class for any reason. Instructors typically indicate attendance and participation expectations on the course syllabus.

**Last Date of Attendance**
Federal regulations require faculty to report attendance information for students who have stopped attending class or those who never attended. A student who is reported to have stopped attending will be assigned a grade of FW or NC for that class, and a student who is reported to have never attended will be assigned a grade of FN or NC. Financial aid may be reduced or cancelled based on student attendance information.

Prior to the course withdrawal deadline, students may visit the Records Office to change an FN, FW or NC grade to a W (withdrawal). The last date of attendance that was reported by faculty will remain unchanged, so the impact on the student’s financial aid award (that occurred when the instructor reported the last date of attendance) for that semester will remain unchanged, as well.

**Accommodation of Religious Observances**
Normandale Community College strongly supports the diversity of the beliefs and religions represented by our student body. The College will provide reasonable flexibility when religious observances occasionally conflict with academic obligations such as class attendance, activities, assignments, examinations and other course requirements. Students must inform instructors of such conflicts in advance and in a timely manner. Students remain responsible for all class work and other academic obligations missed as a result of their absence.

**Cancelled Classes**
The College may cancel a class before the start of a term due to low enrollment or for other reasons. Students will not be obligated for tuition and fees of courses that have been cancelled. The College will notify students when a decision has been made to cancel a class; however, students are encouraged to confirm their class schedules utilizing eServices prior to the term start and to replace lost credits in the event their schedule has been reduced. This may be important especially to students who are required to maintain a certain credit level to maintain financial aid, loan deferment or other eligibility.

Class meetings may be cancelled because of weather or other unforeseen circumstances or because of an instructor’s illness, emergency, or professional development activities. When absences are known in advance, instructors will notify students during class periods and may give alternate assignments. For unplanned absences, a notification will be posted on Desire2Learn and on the Normandale home page in the top row in RED. Students can sign up to receive notices of class cancellations via email and/or text alert. To sign up, log in to student eServices, select “My Profile” from the upper right corner of the screen, then click “Turn text messaging On or Off” and follow the on-screen prompts.

Students may call 952-358-8300 after 7:30 a.m. and throughout the day for an updated recorded message of cancelled classes.

**Final Exams**
Fall and spring final examination schedules can be found at www.normandale.edu/records by clicking “Course Schedules and Catalogs.” Final examinations for summer and weekend classes are administered during the last class meeting. Students must contact their instructors in advance when emergencies or urgent circumstances prevent them from completing their final examinations during the scheduled time. Normally, only the most urgent and compelling reasons will be considered for rescheduling a final examination.

**Grading Policies**

- **A** Superior achievement of course requirements; 4 grade points per credit.
- **B** Above average achievement of course requirements; 3 grade points per credit.
- **C** Average achievement of course requirements; 2 grade points per credit.
- **D** Below average achievement of course requirements; 1 grade point per credit.
- **F** Failure. Student did not meet minimum course requirements; 0 grade points per credit (included in GPA).
- **FN** Failure. Student never attended the course; 0 grade points per credit (included in GPA).
- **FW** Failure. Student attended one or more class sessions but did not complete course. In the opinion of the instructor, student did not complete enough assignments and/or course activities to make normal evaluation of academic performance possible; 0 grade points per credit (included in GPA).
- **I** Incomplete. A temporary grade issued when the instructor has reasonable expectation that the student can complete unfinished course requirements; 0 grade points per credit; excluded from GPA but considered during the evaluation of Satisfactory Academic Progress completion rate requirements. If work is not made up, the Incomplete will automatically change to an F at the end of the subsequent semester.
- **P** Pass. Indicates successful achievement of requirements with a minimum grade of C; 0 grade points per
credit; excluded from GPA but considered during the evaluation of Satisfactory Academic Progress completion rate requirements. May be used only in PLAN and courses numbered below 1000.

**NC** No Credit. Indicates inadequate achievement of requirements; 0 grade points per credit; excluded from GPA but considered during the evaluation of Satisfactory Academic Progress completion rate requirements. May be used only in proficiency courses and courses numbered below 1000.

**AU** Audit. 0 grade points per credit; excluded from GPA. Audited courses are not given college credit, are not eligible for financial aid or VA benefits and cannot be used to satisfy graduation requirements.

**W** Withdrawal after the first five days of the semester up to the 80th percent point of the semester (this time period is adjusted for the summer session and for classes that do not meet the full length of the term); 0 grade points per credit; excluded from GPA but considered during the evaluation of Satisfactory Academic Progress completion rate requirements.

**Z** Class in progress or no grade reported; 0 grade points per credit; excluded from GPA but considered during the evaluation of Satisfactory Academic Progress completion rate requirements.

Normandale does not use +/- grading symbols.

**D Grades**
A grade of D counts as 1 point per credit toward a student’s grade point average (GPA). A student who earns a grade of D in a course numbered below 1000 does not meet the prerequisite for the next course in the sequence. This student must either retake the course for a higher grade or retake the placement test and score a higher placement.

In courses numbered below 1000, students can choose a Pass/No Credit (P/NC) grade instead of a letter grade. P/NC grades do not count toward a student’s GPA. However, they are considered in the quantitative measure (part 3) of Satisfactory Academic Progress. A student who earns a D in a course numbered below 1000 and who chooses the Pass/No Credit option will be assigned a grade of NC.

**Pass/No Credit**
A grade of Pass (P) indicates the student has completed a class with a minimum grade of C. A grade of No Credit (NC) means the student did not successfully complete the class and therefore earns no credit. Neither grade is included in the grade point average, but both are considered when determining percent completion when assessing Satisfactory Academic Progress. Students may elect to choose a Pass/No Credit grading method any time from the beginning of registration through the end of the withdrawal period by utilizing eServices or seeking assistance from the Records Office.

Students enrolled in any course numbered below 1000 may elect to choose a Pass/No Credit grading method instead of the traditional A-F option. The course description will indicate whether a course’s default grading method is pass/no credit. Proficiency classes are graded Pass/No Credit only. All other courses must be graded A-F.

**Incomplete Grades**
An instructor may assign a grade of I (Incomplete) to a student who fails to complete a course due to circumstances beyond his or her control when the work can be made up without retaking the course. In such cases, it is assumed that the student has fulfilled the majority of class obligations and has missed only an examination or major assignment.

The instructor and student will agree upon the work to be completed and the deadline by which it must be done. If the assigned work has not been completed by the end of the following semester, the Incomplete will automatically change to an F. If the instructor who assigned the Incomplete is no longer employed at Normandale, the student should contact the appropriate academic dean, who may then arrange for resolving the grade. The incomplete grading option is utilized at the discretion of the instructor.

Students are cautioned to utilize the Incomplete option only when absolutely necessary, as a grade of I will count as credits attempted but not completed when calculating a student’s percent of completion for satisfactory academic progress.

**Repeated Courses**
Students may choose to repeat a class to meet academic requirements, to improve their GPA or to refresh their knowledge of the subject material. While both the original and the repeated grades will remain on the transcript, only the highest grade will be used to determine the GPA, unless the catalog description allows the class to be repeated for additional credit.

All instances of a repeated course will count as attempted credits when determining completion rate for satisfactory academic progress, but only one instance of the course can be considered successfully completed. Students may repeat a course twice; dean’s approval is required for a third repeat attempt. Students who receive benefits from the Veterans’ Administration will not be paid for repeated coursework if a passing grade was earned in the first attempt. Students should consult the Financial Aid and Scholarship Office to determine whether repeated coursework will be eligible for financial aid.

If either occurrence of the repeated course was taken before 1998, the student must contact the Records Office to initiate the repeat recalculation.
Audit
A student who wishes to audit a class must select the audit grading option at the time of registration or prior to the end of the withdrawal period by selecting the Audit grade method in eServices or seeking the assistance of Records Office staff. The symbol “AU” will appear in the grade column of the student’s transcript. The fee for such a course is the same as for credit.

Audited courses:
- Earn no credit
- Do not transfer to other colleges
- Do not meet requirements for a degree, certificate or program
- Are not eligible for financial aid or VA benefits.

Grade Point Average
Each letter grade (A through F/FN/FW) carries a certain number of grade points per credit. A grade of B, for example, is worth 3 grade points per credit, so that a student receiving a B in a 3-credit course would earn 9 grade points. The grade point average (GPA) is calculated by dividing the total number of grade points earned by the total number of GPA credits attempted. Only grades of A, B, C, D and F, FN and FW are included in the GPA calculation.

See the table below for a scale of grades and grade points.

How to calculate a GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 cr</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F/FN/FW</td>
<td>0</td>
</tr>
</tbody>
</table>

Example: A student earns the following grades:
- A in a class for 3 credits = 12 grade points
- C in a class for 4 credits = 8 grade points
- F in a class for 3 credits = 0 grade points
- B in a class for 5 credits = 15 grade points

Grade points earned (35) divided by GPA credits attempted (15) = 2.33 GPA

Dean’s List
Each semester, Normandale Community College recognizes students who have demonstrated outstanding academic performance. Students who enrolled in a minimum of 9 credits and who completed the semester with a grade point average of at least 3.50 are included in the Dean’s List, receiving special recognition from the Vice President of Academic Affairs.

Satisfactory Academic Progress

Part 1. Introduction
Normandale Community College, the Minnesota State Colleges and Universities and Federal and State law require that a student make satisfactory academic progress towards a degree or certificate to attend the College and remain eligible for financial aid. The standards defined below are cumulative and include all periods of enrollment, whether or not a student received financial aid. Students bear primary responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty. Counseling, tutoring, mentoring, special programs and outside referrals are all available.

Part 2. Qualitative Measure of Progress (Grade Point Average)
All students are required to meet or exceed a cumulative earned grade point average (GPA) of 2.00.

Part 3. Quantitative Measure of Progress (Completion Percentage and Maximum Time Frame)

Completion Percentage
All students are required to earn a minimum of 67% of their cumulative registered/attempted credits. Grades of F, FN, FW, I, N, NC, W, Z and IP (or blank/missing) are treated as registered credits but NOT earned credits and thus negatively impact the percent of completion. Formula:

<table>
<thead>
<tr>
<th>Cumulative Registered Credits</th>
<th>Minimum Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 15</td>
<td>1.60</td>
</tr>
<tr>
<td>16 - 30</td>
<td>1.80</td>
</tr>
<tr>
<td>31 or more</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Maximum Time Frame
All financial aid recipients are expected to complete their degree/certificate at Normandale within an acceptable period of time. The maximum time frame for financial aid recipients is 150% of the published credit length of the program. Financial aid recipients may continue to receive aid through their cumulative registered credits that equal 150% of the required number of credits needed to complete their degree/certificate at Normandale.

Part 4. Evaluation Period
Normandale Community College will evaluate satisfactory academic progress after each term which includes fall, spring and summer. All students with registered credits during a term will be evaluated at the end of that term.
Part 5. Failure to Meet Standards

Warning
- If at the end of the evaluation period a student has not met either an institution’s GPA or completion percentage standard, the student will be placed on warning for one evaluation period. Students on warning are eligible to register and receive financial aid.
- If at the end of the warning period a student who has been on warning has met both the cumulative GPA and cumulative completion percentage standards, the warning status is ended and the student is returned to good standing.

Suspension of Students on Warning Status
If at the end of the warning period a student who has been on warning status has not met both the institution’s cumulative grade point average and completion percentage standards, the student shall be suspended. Students on suspension are not eligible to register or receive financial aid.

Suspension of Students Not on Warning Status
- Suspension for Exceeding the Maximum Time-Frame. If at the end of the evaluation period a student has failed to meet the institution’s standard for measurement of maximum time-frame, the student shall be suspended from financial aid eligibility.
- Suspension for Inability to Meet Program Requirements within the Maximum Time Frame. If at the end of the evaluation period the institution determines it is not possible for a student to raise her or his GPA or course completion percentage to meet the institution’s standards before the student completes their program of study at Normandale, the student shall be suspended from financial aid.
- Suspension for Extraordinary Circumstances. Institutions may immediately suspend students in the event of extraordinary circumstances, including but not limited to previously suspended (and reinstated) students whose academic performance falls below acceptable standards during a subsequent term of enrollment; students who register for courses, receive financial aid, and do not attend any classes; and students whose attendance patterns appear to abuse the receipt of financial aid.
- Suspension at another MnSCU Institution. Students who have been suspended from another MnSCU institution within the past academic year shall be denied admission at Normandale but may contact the Admissions Office for the appropriate appeal form.

Part 6. Appeals and Probation

Appeals
A student who fails to make satisfactory academic progress and is suspended has the right to appeal based on special, unusual or extenuating circumstances causing undue hardship such as death in the family, student’s injury or illness or other special circumstances as determined by the institution.

- Appeals are due by the Friday prior to the begin date of the semester the student wishes to be reinstated for financial aid and/or enrollment.
- Appeals must be submitted in writing with a form(s) available from the College.
- The appeal must include an explanation of the special, unusual or extenuating circumstances causing undue hardship that prevented the student from making satisfactory academic progress.
- The appeal must also include what has changed in the student’s situation that would allow the student to demonstrate satisfactory academic progress at the end of the next evaluation period.
- Supporting documentation beyond the written explanation is strongly encouraged.
- Initial consideration of appeals will be undertaken by the Director of Financial Aid, Registrar or designee. If denied, it may be resubmitted for consideration by an appeal committee.
- Appeals that are approved must contain an academic plan that, if followed, ensures the student would be able to meet satisfactory academic progress standards by a specific point in time.
- All academic plans put in place for GPA deficiency will require a minimum term GPA of 2.50 during any probationary term. All academic plans put in place for % completion deficiency, will require a term completion percentage of 100% during any probationary term.

Probationary Status
A student who has successfully appealed shall be placed on probation for one evaluation period. If, at the end of the next evaluation period, a student on probation status:
- Has met the institution’s cumulative grade point average and completion percentage standards, the student shall be returned to good standing.
- Has not met the institution’s cumulative grade point average and completion percentage standards but has met the conditions specified in his/her academic plan (2.50 term GPA and/or 100% term completion rate, depending upon the deficiency), the student shall retain his/her financial aid and registration eligibility under a probationary status for a subsequent evaluation period.
- Has not met the institution’s cumulative grade point average and completion percentage standards and has also not met the conditions specified in his/her academic plan, the student shall be re-suspended immediately upon completion of the evaluation.

Part 7. Notification of Status and Appeal Results

Status Notification
Students are notified in writing (letter or email) when the evaluation of satisfactory academic progress results in warning, suspension, or probation. The notice includes the conditions of the current status and the conditions
Learning plan (LP) = 2 credits earned = 2 credits attempted
Therefore, an LP is counted as 2 credits attempted and completed for calculation of completion percentage and maximum time frame.


dir, Notice of suspension also includes the right and process necessary to appeal suspension.

Appeal Result Notification
Students are notified in writing (letter or email) of the results of all appeals. Approved appeals include the conditions under which the appeal is approved and any conditions necessary to retain eligibility for registration and financial aid. Denied appeals include the reason for denial and the process to appeal the denial.

Part 8. Reinstatement
A student who has been suspended from financial aid eligibility may be reinstated after an appeal has been approved or the minimum cumulative GPA and completion percentage standards have been achieved. A student suspended from the College may be reinstated to enroll for classes after not attending Normandale for one year. Neither paying for their own classes nor sitting out a period of time is sufficient in and of itself to re-establish a student’s financial aid eligibility.

Part 9. Treatment of Grades and Credits
Credits: The unit by which academic work is measured.
Registered (Attempted) Credits: The total number of credits for which a student is officially enrolled at the end of the registration drop period each term.
Cumulative Registered Credits: Cumulative registered credits are the total number of credits registered for all terms of enrollment at the college, including summer terms and terms for which the student did not receive financial aid.
Earned Credits: Earned credits include grades of A, B, C, D and P. They are successfully completed credits that count towards the required percentage of completion (67%) as defined by the quantitative measure.
Attempted, NOT earned: Grades of F, FN, FW, I, N, NC, W, Z and IP (or a blank/missing) will be treated as credits attempted but NOT successfully completed (earned).
Academic Renewal: Credits for which a student has been granted academic renewal WILL be included in all financial aid satisfactory academic progress measurements.
Audited Courses: Audited courses are not aid eligible courses and are not included in any satisfactory academic progress measurements.
Consortium Credits: Consortium credits are those credits for which a student is registered at another college, which are accepted in transfer by this college and are included for purposes of processing financial aid at this college. These credits are included in all satisfactory academic progress measurements.
Developmental Credits: Developmental credits are those awarded for remedial course work (below 1000 level).

Students may receive financial aid for developmental credits up to a maximum of 30 credits hours (excluding ESL). These credits are included in all satisfactory academic progress measurements. However, up to 30 developmental credits are excluded from the maximum timeframe calculation.
Repeat Credits: Repeat credits are credits awarded when a student repeats a course in order to improve a grade. A student may repeat a class as allowed by the institution. The institution will determine, based on its Repeated Courses policy, which grade will become the grade calculated in the GPA. All repeated credits are included in the percent of completion and maximum time frame calculations.
Transfer Credits: Transfer credits are credits earned at another college which are accepted by this college. Transfer credits which are accepted by Normandale and are applicable to the student’s program of study shall be counted as credits attempted and completed for calculation of completion percentage and maximum time frame. Grades associated with these credits are not included in calculating GPA.
Withdraw: The mark of “W” (withdrawal) is assigned when a student withdraws from a class after the drop period. It is not included when calculating grade point average or earned credits. Thus, it does not impact GPA but does negatively impact earned credits and, therefore, negatively impacts the student’s percent of completion.
Incompletes: The mark of “I” (incomplete) is a temporary grade which is assigned only in exceptional circumstances. It will be given only to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control. An “I” grade will automatically become an “F” grade at the end of the next term (not including summer sessions) if requirements to complete course work have not been satisfactorily met. Instructors have the option of setting an earlier completion date for the student. A grade of “I” is not included when calculating grade point average or earned credits. Thus, it does not impact GPA but does negatively impact earned credits and, therefore, negatively impacts the student’s percent of completion.

Part 10. Definitions
Academic Plan. A student who successfully appeals for reinstatement will be required by Normandale to complete, during their probationary period, specific requirements contained in an academic plan developed for that student by Normandale. At a minimum the academic plan will require a student to achieve a 2.50 GPA during their probationary term and/or a 100% completion rate during their probationary term, depending upon the deficiency.
Probationary Status. A student who has successfully appealed shall be placed on probation for one evaluation period. If, at the end of the next evaluation period, a student on probation status:
• Has met the institution’s cumulative grade point average and completion percentage standards, the student shall be returned to good standing.
• Has not met the institution’s cumulative grade point average and completion percentage standards but has met the conditions specified in his/her academic plan, the student shall retain his/her financial aid and registration eligibility under a probationary status for a subsequent evaluation period.
• Has not met the institution’s cumulative grade point average and completion percentage standards and has also not met the conditions specified in his/her academic plan, the student shall be re-suspended immediately upon completion of the evaluation.

Suspension Status. A student on suspension status is not eligible to register or receive financial aid. Students who have been suspended may regain their eligibility only through the institution’s appeal process or when they are again meeting the institution’s satisfactory academic progress cumulative grade point average and completion percentage standards.

Warning Status. Students on warning are eligible to register and receive financial aid for one evaluation period despite a determination that the student has not met either an institution’s grade point average standard, or completion percentage standard, or both.
• If at the end of the warning period a student who has been on warning status has met both the institution’s cumulative grade point average and completion percentage standards, the warning status is ended and the student is returned to good standing.
• If at the end of the warning period a student who has been on warning status has not met either the institution’s cumulative grade point average or completion percentage standards, the institution shall suspend the student.

Student Complaint and Grievance Process

1. Normandale Community College is part of the Minnesota State Colleges and Universities System (MnSCU) of public two and four year institutions of higher education designated by Minnesota Statutes Chapter 136F and governed by the Board of Trustees of the Minnesota State College and Universities. Normandale Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC). If you wish to file a complaint about Normandale Community College with the HLC, you may do so by contacting: Higher Learning Commission, 230 S. LaSalle Street, Suite 7-500, Chicago, IL 60604-1413.

2. Normandale Community College takes student complaints and grievances seriously. If you have a complaint about Normandale, we encourage you to utilize the Institution’s Student Complaint and Grievance Process provided in MnSCU Board Policy 3.8 and System Procedure 3.8.1 by completing and submitting the “Student Complaint/Grievance Form”. If your grievance involves a Board Policy, the actions of the Normandale Community College President, an issue of institutional or program quality such as an institution’s compliance with the standards of an accrediting or licensing agency, or a claim of consumer fraud or deceptive trade practices, you may appeal to the MnSCU System Office pursuant to the above policy and procedure. The contact information for the MnSCU System Office is: Academic and Student Affairs, MnSCU System Office, Wells Fargo Place, 30 7th Street E, Suite 350, St. Paul, MN 55101-7804.

3. The above processes do not apply to other complaints or grievances subject to different procedures specified in board, college, or university policies, procedures, or other regulations, including:
   a. Academic grade disputes. Grade appeals must be handled by completing the “Request for Course Grade Review” form.
   b. Student complaints regarding discrimination or harassment are subject to Board Policy 1B.1 and System Procedure 1B.1.1, and filed with Normandale’s Human Resources Office.

Academic Renewal

The academic renewal policy allows students to select any consecutive terms and have all the courses from those terms removed from their GPA calculation. All courses in the selected term(s) will not count for degree requirements or for graduation.

This policy recognizes that, for various reasons, some students have had some previous college work at Normandale that has been unsatisfactory. This policy also recognizes that students can change, mature or rediscover their potential and an appreciation of the benefits of an education.

Even though academic renewal excludes credits and corresponding grades from degree requirements and grade point calculations, these courses are not removed from the student’s academic record.

To qualify for academic renewal, the student must meet the following conditions:
• The coursework must have been completed at least five years prior to the semester the student submits the petition for academic renewal.
• Following the term(s) for which academic renewal is sought and before applying for academic renewal, the student must complete at least 15 credits at Normandale with a minimum GPA of 2.50. The GPA will be determined by the student’s cumulative Normandale record (all courses with grades of A, B, C,
Excluding the coursework for which academic renewal is sought, the student must have completed (earned a grade of A, B, C, D or P) at least 67% of the cumulative courses in which s/he has enrolled at Normandale.

• The semesters for which academic renewal is sought must be consecutive.
• All courses within those terms will be included in this policy.
• A student may only be granted academic renewal one time.
• Coursework attempted within a degree program cannot be considered for academic renewal after a student has earned a degree, even if that coursework was not used to satisfy degree requirements.
• The student is encouraged to meet with an advisor or counselor to discuss if this is an appropriate choice.
• Approval for academic renewal is determined by meeting the above conditions.

Benefits
• Improved likelihood of meeting the standards of Satisfactory Academic Progress for enrollment.
• Students can meet the 2.00 GPA graduation requirement.
• Students may qualify for competitive health programs at Normandale.

Disclaimers
• Students lose the credits of a course with a passing grade taken in a term for which academic renewal has been granted.
• The transcript will continue to reflect the actual courses and grades, but they will no longer be calculated in the GPA, nor will they count toward graduation requirements. A transcript notation will indicate that Academic Renewal has been granted.
• Courses subject to Academic Renewal will still be considered when determining Satisfactory Academic Progress for financial aid.
• Normandale’s renewal policy does not mean that receiving institutions will honor this adjustment. Competitive admissions programs will likely consider the entire transcript. It is the student’s responsibility to consult their receiving institution.

Declaration or Change of Major
It is important that students keep their major current on their Normandale record at all times. The major that the student indicates on the Normandale application shall remain the student’s major until the student graduates or changes it. A student’s chosen major will determine the courses for which a student can receive VA benefits and may also impact a student’s financial aid eligibility. Students can declare or change their major by submitting the Educational Plans form, available at the Records Office or online at www.normandale.edu/records.

Address or Name Change
To ensure students receive their financial aid check and other important College information, it is essential their address remains current at all times. Students can submit a change of address to the Records Office in writing or via eServices.

A student who has a legal name change must inform the Records Office in writing with supporting legal documentation. Students should also communicate their name change to their instructors to ensure they are properly graded at the end of the term.

Interactive Degree Audit (DARS)
The Degree Audit Reporting System (DARS) produces a report designed to help students identify and understand current academic requirements for degree or program completion. This program will monitor students’ progress by:
• Identifying all requirements needed to complete a specific program
• Indicating how the courses the student has already completed apply toward the requirements
• Specifying what is still needed to complete the degree or program and the courses from which students may select to satisfy each requirement.

The interactive degree audit report (DARS) can be viewed in eServices by clicking on the “Grades and Transcripts” link on the left side of the screen, followed by the “Interactive Degree Audit Report” link.

It is the student’s responsibility to complete all requirements for the selected program, whether or not these requirements have been identified on the DARS report. Therefore, students are encouraged to review the DARS report with an advisor or counselor as early in his or her college career as possible, especially when the student has transferred credits to Normandale.

Holdings of Student Records
The College may withhold a student’s grades and transcripts for financial obligations or for failure to return equipment or material to the College. Failure to fulfill these obligations may result in the assessment of late fees, collection efforts by the Minnesota Department of Revenue or other agency, and holds that prevent future enrollment.

Transfer Credits
Normandale will grant equivalent credit from regionally accredited colleges and universities, and additional credit for non-collegiate and non-regionally accredited college coursework in accordance with College and MnSCU poli-
Transfer coursework will be evaluated according to the following standards in accordance with policies established by the Board of Trustees of the Minnesota State Colleges and Universities System:

- All college courses in which a student has received a grade of A, B, C, D or P (Pass) at regionally accredited, liberal arts, post-secondary institutions shall be considered for transfer.
- If the student’s cumulative GPA at the originating institution is less than 2.00, only grades of P, C and higher will be considered, unless the course was completed at a MnSCU college and that college has used it to satisfy a Minnesota Transfer Curriculum (MnTC) goal requirement. Students retain the right to appeal the acceptance of credits.
- Duplicate credits cannot be awarded for equivalent courses.
- Up to 16 credits of public or private regionally accredited technical college coursework shall be considered for credit if the coursework was completed with a grade of P, C or higher.
- Grades earned for transfer coursework shall not be computed in the student’s GPA on the Normandale transcript, but they will be included in the calculation of the GPA required for the MnTC and graduation.
- Credits earned by examination at a regionally accredited post-secondary institution will be considered for transfer.
- Credit achieved through experiential learning processes shall be evaluated, following a student’s petition, according to published national standard guidelines established by the American Council on Education (ACE), the Council for Adult and Experiential Learning (CAEL) and other similar national organizations.
- In accordance with Minnesota Statute 197.775, Subd.2, Recognition of Courses, Normandale will evaluate credit achieved through military training as specified in the ACE Guide to the Evaluation of Educational Experiences in the Armed Services. Up to 16 technical and/or vocational credits and an unlimited number of associate and baccalaureate credits will be accepted for unduplicated course content.
- Credits earned in competency-based education programs will transfer as general electives unless approved for other distribution requirements.
• Transfer decisions are not made solely on the source of accreditation. Non-collegiate work and coursework from non-regionally accredited institutions recognized by Council of Higher Education Accreditation (CHEA) and the US Department of Education will be considered on a course-by-course basis through the academic petition process.

• Coursework completed at an international college or university will be considered for transfer if recommended by a professional credential evaluation service that is recognized by the Association of International Educators (AIE) or the National Association of Credential Evaluation Services (NACES).

• For information about credits awarded for the Advanced Placement Program, College Level Examination Program, Dantes Subject Standardized Tests, International Baccalaureate and Portfolio Assessment, students should refer to Credit for Prior Learning web page.

Project Lead the Way™

As of academic year 2012-2013 the Project Lead the Way™ (PLTW™) Science, Technology, Engineering and Mathematics (STEM) curriculum is used in more than 4700 schools in all 50 states and the District of Columbia. High schools that meet PLTW standards are recognized as PLTW-certified sites. Students from PLTW-certified high schools who succeed on national college-level PLTW end-of-course exams and in the classroom are eligible to apply for college credit at Normandale.

Students from certified PLTW programs who have completed PLTW courses with grades of B (85%) or higher and comprehensive college-level PLTW examinations with scores of 70% or higher will be awarded academic credit at Normandale within three years of high school graduation. The student must submit an official articulation certificate or high school transcript showing the course grades and corresponding PLTW end-of-course exam results to the Office of Admissions. If the transcript does not reflect the results of the PLTW end-of-course examinations, an official score report, signed by the person responsible for the PLTW program in the student’s school district, must be sent with the transcript.

Introduction to Engineering Design (IED) taken with Principles of Engineering (POE), and Digital Electronics (DE), and Computer Integrated Manufacturing (CIM) may be used for college credit, satisfying curriculum requirements in either the computer technology or the vacuum and thin film technology associate of applied science degree program of study. Students are encouraged to consult with an academic advisor for support eligible PLTW coursework for college credit.

Veterans’ Policies

Veterans’ Educational Benefits

Normandale Community College is approved as a certifying institution by the Minnesota State Approving Agency for Veterans’ Educational Benefits. Veterans can receive educational assistance through the U.S. Department of Veterans Affairs (VA) for full-time and part-time attendance.

Each semester, veterans must officially notify the Normandale VA certifying official of their wish to receive benefits. Veterans must also notify the VA certifying official of the following:

• Changes in registration, including adds, drops or withdrawals from classes.

• A change in major.

The College will certify the veteran’s enrollment to the Veterans Administration after the tenth day of the term or may pre-certify if certain conditions are met. The student is responsible for submitting official transcripts for all previous coursework by the end of the first term of enrollment. Transfer coursework will be reviewed and credit given in accordance with College policy.

Other Benefits

The GI Bill provides 12 months of tutorial assistance with a maximum payment of $100 per month for veterans who may be having difficulty in a particular class.

Veterans who are enrolled in 9 or more credits may be eligible to participate in work-study jobs by applying through the Veterans Administration (VA) at Fort Snelling.

Academic Policies for Veterans

The Veterans Administration will pay educational benefits only for required courses that apply toward the veteran’s declared major and degree, as reflected in the academic catalog. If a veteran wishes to satisfy a major or degree requirement with a class other than that specified in the program listing, the class will be certified only after the certifying official has received notice that the veteran has completed a successful academic petition. It is the veteran’s responsibility to notify the certifying official when an academic petition has been approved.

Normandale can certify enrollment only for periods that a course is in session. For example, if a student is enrolled in 10 credits of classes that meet an entire term plus three additional credits for a class that meets three weeks, the full-time certification will be only for the three weeks that class is in session; the student will be certified at ¾-time for the remainder of the term.

The Veterans Administration will not pay educational benefits for courses that are audited, nor will it pay benefits for courses from which the student withdraws or earns a grade of NC (No Credit) or F, FN or FW, when earned as a result of non-attendance.
The Veterans Administration will pay educational benefits for courses numbered below 1000 except when the course is considered “distance learning” under Veterans Administration guidelines. In VA terms, “distance learning” includes online and hybrid courses.

**Academic Policy Appeals and Guidelines**

- If the withdrawal from a course or the receipt of an NC, F, or FN (for non-attendance) is due to circumstances beyond the veteran’s control, the veteran is encouraged to document the mitigating circumstances and submit a letter of appeal to the VA for a possible continuation of benefits. Examples of mitigating circumstances include illness of the veteran or a family member, change of work hours or place of employment and financial hardship. The Veterans Administration usually allows the veteran 30 days to produce proof of these mitigating circumstances. The VA will make the final decision whether to approve or deny the appeal.

- If an eligible veteran fails a course for non-attendance or withdraws and mitigating circumstances are not found, benefits for that course will be reduced, effective the first day of the semester, and the veteran may be required to repay the benefit.

**Attendance Policy for Veterans**

Students are expected to communicate upcoming military obligations to instructors as soon as they become aware of dates and times. Instructors may request written documentation for verification of absences. Class sessions a student misses due to performance of active military service or due to the person’s medical treatment or medical condition must be counted as excused absences and must not be used in any way to adversely impact the student’s grade or standing in the class. Students excused for these reasons continue to be responsible for completing assignments due during the period the student is performing active military service or receiving medical treatment or recovering from a medical condition.

For more information about the veteran’s attendance policy, please contact kari.rusch-curl@normandale.edu.

**Graduation**

Normandale establishes a graduation date for each semester. A student’s date of graduation shall be the graduation date established for the term in which all degree requirements have been met. Requirements must be met within one month of the end of that term. These requirements include:

- Completing all course and credit requirements for the student’s intended degree, as outlined in the Programs of Study section of this catalog.
- Earning at least 20 credits at Normandale.
- Earning a minimum cumulative grade point average of 2.00 in all college-level coursework.
- Completing any certifications and passing background checks, if required for the student’s intended degree.
- Submitting final transcripts from other institutions, when other institutions’ coursework will be used to fulfill Normandale degree requirements.
- Resolving incompletes and/or obtaining grade changes for any courses that satisfy Normandale degree requirements.
- Obtaining final approval of academic petitions that impact the student’s degree program (such as a waiver of a graduation requirement or acceptance of outside credit). Academic petition forms are available from Counseling and Advising or online at www.normandale.edu/gradforms.
- Submitting an Application for Graduation and the filing fee. Applications are available in the Mahendra Nath Advising Center and the Records Office or online at www.normandale.edu/gradforms.

**Commencement Honors**

Honors will be awarded to graduates with a cumulative Normandale grade point average (GPA) of 3.00 - 3.49 in college-level courses (numbered 1000 and above) and high honors to graduates with a cumulative GPA of 3.50 or higher. For purposes of the commencement ceremony, honors for spring graduates will be determined by the student’s cumulative GPA through fall semester. The final designation, as it appears on the transcript and diploma, will be based on grades earned in all Normandale college-level coursework.

**Commencement Ceremony**

The annual commencement ceremony will be held May 16, 2016 for all graduates and earners of certificates with nine or more credits [summer and fall 2015] and for all spring 2016 associate degree and certificate (nine or more credits) candidates. Students who intend to graduate in summer 2016 are invited to participate in the May 2016 commencement ceremony.

Detailed commencement information will be mailed to eligible applicants in February 2016.

**Student Rights and Data/Notification of Rights**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the date the College receives a request for access. Students must submit a written request to the Registrar that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records will be.

2. The right to request the amendment of the student’s education records that the student believes to be inaccurate or misleading.
Students may ask the College to amend a record that they believe is inaccurate or misleading. They must write to the Registrar, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision in writing and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the MnSCU Board of Trustees; or a student serving on an official committee (such as the Normandale Community College Student Rights and Responsibilities Board) or assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Normandale Community College forwards educational records without the student’s consent to other agencies or institutions in which the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student’s enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Normandale Community College to comply with the requirements of FERPA.

Students may contact:
Family Policy Compliance Office
U.S. Department of Education
Washington, D.C. 20202-4605

Phone: 202-260-3887
Fax: 202-260-9001
Family Policy Compliance Office Website
Email: fpco@ed.gov

Student Directory Information
The following information has been designated as “directory information” and, as such, must be disclosed to a third party on request.

To prevent release of this information outside of the College, the student must contact the Registrar in writing.

- Name
- Address
- Telephone number
- Email address
- Photograph*
- Dates of attendance
- Full-time or Part-time status
- Class standing (freshman, sophomore, etc.)
- Major field of study
- Degrees, certificates and awards and the dates they were received
- Date of birth

*Photographs of Normandale students are public data, regardless of the media format (still or motion).

The Normandale Community College directory information public notice is also available in the semester course schedule and on the College website.

Student Data Practices
In accumulating student information, the College provides the following assurances:

- Student records are official records of Normandale Community College and will be used for educational purposes according to Minnesota and federal student data laws.
- Upon request, the College will explain the purpose and intended use of the data as well as the possible consequences of refusing to supply private or confidential information.
Special Courses and Programs

Honors Program

Honors sections of selected courses or honors courses are available to students who meet the prerequisite requirements for an honors class.

Honors classes are intended to provide a more intensive academic experience than that of general course sections or other course options. The honors class may require writing, reading or quantitative analysis at a higher intensity relative to a general class, inquiry-based, scholarly research, and more responsibility on the student for classroom discussion and activities. A main goal of an honors class is to challenge students to a higher level of thinking and achievement.

A student who is interested in an honors class should check the prerequisite for the honors section or course, and may wish to discuss the course with the instructor prior to registering. Honors classes are reserved for students who have demonstrated past academic excellence, for example, by high scores on standardized tests (ACT, SAT, etc.) or by strong achievement in previous college courses, or for students who show promise of such achievement.

Honors sections of a course or honors courses are indicated in the course title; for example, PSYC 1110 would be reflected as Honors: Introduction to Psychology.

Credit for Prior Learning

In accordance with MnSCU policy, students at Normandale are afforded the opportunity to demonstrate college-level learning gained in non-credit or experiential settings. Credits earned through alternative methods are not resident credits and may not be used to satisfy resident credit requirements for graduation. Credits earned through alternative methods are noted on the student’s transcript as transfer credit, with no letter grade.

Credit by Examination

Advanced Placement Program

The Advanced Placement (AP) Program of the College Board allows high school students to complete college-level courses and later earn college credit by demonstrating proficiency on culminating examinations. Students who feel prepared by independent study or other means can also take AP examinations.

Students who earn a score of 3 or higher on the examinations are awarded credit upon submission of an official AP score report to the Office of Admissions.

Students interested in possible waivers from placement testing must submit their AP score report to the Office of Admissions at the time of application to the College.

Score reports are available for a fee by calling 888-308-0013 or 609-771-7366, or by writing to AP Services at PO Box 6671, Princeton, NJ 08541-6671.

Visit the AP website at www.collegeboard.com/ap.

Normandale Community College does not release copies of AP score reports to students.

International Baccalaureate

The International Baccalaureate (IB) is an internationally recognized program through which secondary students complete a comprehensive curriculum of rigorous study and demonstrate performance on culminating examinations.

The examination for the IB diploma covers 6 subjects, 3 or 4 of which must be at the higher level, with others at the standard level. Students may present a full IB diploma or a certificate recognizing specific subject examinations and be considered for credit based on the examination level and result.

Students shall be granted 6 semester credits for scores of 4 or higher on each higher level examination, plus 2 credits for each standard level examination with a score of 4 or higher.

Where test material is substantially similar to the content of an existing Normandale course, credit for that course will be awarded. Where test material is considered to be college level but not substantially similar to the content of a Normandale course, elective credit will be awarded.

College Level Examination Program

The College Level Examination Program (CLEP) of the College Board allows students of all ages to earn college credit for the knowledge and skills they have obtained both inside and outside of the classroom.

CLEP offers examinations for subjects normally covered during the first two years of college. Upon completion of testing, students must submit an official score report to the Office of Admissions for consideration of credit.

For examinations completed July 2001 or later, the minimum CLEP score for acceptance of credit is 50, with higher scores required in level 2 foreign language examinations.
There is no limit to the number of credits a student may earn for CLEP examinations; however, students who are seeking a degree or certificate must meet the college residency requirement.

Students interested in possible waivers from placement testing must submit an official CLEP score report to the Office of Admissions at the time of application to the College.

For information about CLEP, visit www.collegeboard.com/clep or, for information specific to Normandale, visit the Course Equivalencies page’s links at the bottom.

Normandale Community College does not release copies of CLEP score reports to students.

Other Evaluations
Admitted students may also demonstrate college level learning through other nationally recognized examinations such as Thomas Edison College Examination Program (TECEP), the New York University Foreign Language Proficiency examination (NYUFLP), National Occupational Competency Testing Institute (NOCTI), and Dantes Subject Standardized Tests (DSST).

Portfolio Assessment
Students who have achieved the specific learning outcomes of Normandale coursework by virtue of work experience, job training, volunteer service, or other sources may request that credit be granted for learning as demonstrated in a supporting portfolio.

Students participate in a self-paced course that guides them through the process of compiling a portfolio demonstrating achievement of specific Normandale course-related learning outcomes.

The online course is offered by www.LearningCounts.org and is available online through the Council for Adult and Experiential Learning.

Students are encouraged to meet with an advisor to discuss their prior experience and how learning gained through it might apply to Normandale coursework.

Learning outcomes for Normandale courses can be accessed on the Common Course Outlines page.

Military Training
In accordance with Minnesota Statutes §197.775, Subdivision 2, Recognition of Courses, credit may be granted for military training or service if courses meet the standards of the American Council on Education or the equivalent. Information about military credit transfer options can be at www.veterans.mnscu.edu.

Independent Study
Independent study is available for lower division research or academic work in a specific discipline. Students must consult with an instructor in the department in which independent study will occur regarding the outcomes of the project. An instructor would have to agree to sponsor the student in his/her independent study project. Requests for independent study are then submitted to the dean of the academic area for approval. Students are charged the current per credit tuition and fees; credits earned are recorded on the transcript with the grade earned.

Application forms for independent study are available in the Mahendra Nath Career and Academic Planning Center. A maximum of 5 independent study credits may be applied toward degree requirements.

Topics Courses
Most academic departments at Normandale offer topics courses, which are numbered 1900 and 2900. These are courses which offer students the opportunity for in-depth or specialized study within a discipline. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Learning Communities at Normandale
Learning Communities are the purposeful pairing or clustering of courses with similar subject or thematic connections. This linkage of courses creates an environment in which students acquire a deeper understanding of the integration of their subjects as they interact with one another and their teachers as fellow participants in their college experience. The faculty collaborate on the course syllabi, schedules, assignments, projects and class activities, making clear connections between the students’ class work.
Academy of Math and Science

The Normandale Academy of Math and Science (AMS) is a two-year holistic student development and scholarship program for students majoring in science, technology, engineering and mathematics (STEM) disciplines as well as for students in the Normandale Teacher Education (EdTrAc) program who intend to become a secondary STEM educator.

This scholarship and student support program provides student participants with the following keys to success:

• A tuition scholarship for each cohort member, based on financial need, and other aid received, to offset the cost of attending Normandale full time;
• An advisor to provide academic and personal support, mentoring, tutoring, and academic and student service coordination;
• A cohort, or group of students, for peer support and participation in a learning community;
• A student and professional success skills development series (curriculum) that includes modules on navigating higher education systems, time management, study skills development, test preparation, scholarly research and writing workshops, leadership development, career and personal development, financial management, college transfer preparation, and scholarship and financial aid research workshops;

The AMS is looking for students who have an interest in fields, particularly students who may need academic, social, developmental, or financial support to succeed.

We especially want to support populations historically underrepresented in STEM-related fields by targeting recruitment efforts on:

• Students of color
• Children of immigrant parents or students who are themselves immigrants
• Students from economically disadvantaged backgrounds
• Students whose parents did not attend college
• Women interested in STEM fields
• Students interested in becoming a secondary STEM educator

Eligibility Requirements

Admittance into the Academy will be based on the cumulative results of the following criteria:

• Commitment to pursuing a degree in a science, technology, engineering or mathematics (STEM) field or a teaching degree with a focus on math or science education;
• High school diploma or GED (verified by transcripts or other official documentation);
• Two letters of recommendation;
• Indicated potential and commitment to pursue a career in STEM;
• Demonstrated commitment to Academy participant criteria.

Participation Requirements

Students who are accepted into the Normandale Academy of Math and Science agree to:

• Pursue a degree in a science, technology, engineering or mathematics (STEM) field or a teaching degree with a focus on math or science education;
• Maintain a GPA of 3.00 during their time in the program;
• Be enrolled in at least 12 credits at Normandale Community College each semester;
• Attend all required Academy cohort meetings;
• Schedule and attend all individual meetings with their assigned advisor;
• Actively participate in all individual and cohort learning and development activities whether they be live or online;
• Actively participate in self and program assessment.

For more information on the program, or for application materials, please contact:

Academy of Math and Science
www.normandale.edu/ams
ams@normandale.edu
Degrees and Certificates Awarded

Normandale’s academic awards include certificates (4-30 credits), Minnesota Transfer Curriculum (MnTC) certification (40 credits), and degrees (60 or more credits).

Except for a few of the technical certificates, all awards require some general education. MnSCU colleges define general education in terms of Minnesota Transfer Curriculum (MnTC) goals. All degrees require that some number of MnTC goals be completed. Three MnTC goals must be completed for an Associate of Applied Science (AAS) degree, 6 goals for the Associate of Science (AS), and all 10 goals for the Associate of Arts (AA). General Education credits for the Associate of Fine Arts (AFA) programs vary.

Certificates will always require the completion of a specific set of specialized coursework. Except for the AA, all degrees also have specialized course requirements in the form of a major and/or emphasis.

The AA degree major is always Liberal Education. It allows up to 20 elective credits. However, students are encouraged to complete one of several available emphases consisting of up to 20 credits of specialized coursework.

The AFA, AS, and AAS degrees each have a major that corresponds to the program of study. The number of credits required in the majors is 30 credits for the AS, 40 credits for the AAS and varies for the AFA.

It is often possible to earn one or more certificates on the way to completing degree requirements. It is also common for those who already have earned degrees to continue to earn specialized certificates throughout their careers.
**General Education and the Minnesota Transfer Curriculum (MnTC)**

The Minnesota Transfer Curriculum (MnTC) is the result of a collaborative effort by all of the two- and four-year public colleges and universities in Minnesota to define a common philosophy toward general education.

The goal of this effort is to help students transfer their work in general education. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower-division general education upon admission to any other MnSCU institution.

The University of Minnesota also recognizes the MnTC as fulfilling the lower division general education component of its degree programs; in addition, students in all degree programs must complete a writing intensive set of requirements.

Students who complete the transfer curriculum are certified in ten goal areas by faculty at the sending institution.

Visit [http://www.mntransfer.org/students/plan/s_mntc.php](http://www.mntransfer.org/students/plan/s_mntc.php) for details about the goal competencies of the Minnesota Transfer Curriculum.

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**Cert AA* AAS AS AFA**

**Visual and Performing Arts**

Art AA AFA

Art History AA

Creative Writing Cert AA AFA

Music AA AFA

Photography AA

Theatre AA

Theatre Performance AFA

Theatre Production and Design Cert AA AFA AFA

**World Languages and Cultures**

French AA

German AA

Japanese AA

Spanish Cert AA

**Other**

Individualized Studies AS

*Denotes area of emphasis offered within the AA degree.

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**MnTC Requirements:**

- Complete the requirements of each of the 10 MnTC Goals as outlined below.
- Earn a cumulative grade point average (GPA) of 2.00 or higher in all college-level coursework completed at Normandale and in all courses counting toward the MnTC.
- Successfully complete a total of 40 credits of coursework in all MnTC Goal areas.

**Note:** With the exception of GEOL 1111, only courses with 3 or more credits will apply toward MnTC requirements. Credits are counted only once toward the MnTC minimum credit requirement of 40 credits. Students should apply for their MnTC certification during their final semester.

**Goal 1: Communication**

Complete two courses:

ENGC 1101 Freshman Composition 4

and one of:

COMM 1100 Introduction to Human Communication 3

COMM 1101 Fundamentals of Public Speaking 3

COMM 1111 Interpersonal Communication 3

COMM 1121 Small Group Communication 3

**Goal 2: Critical Thinking**

Met by completion of all 40 credits of the MnTC.

**Goal 3: Natural Sciences**

Complete two courses from a minimum of two departments. At least one course must be a traditional lab course; the second must be a lab course or must include a lab-like experience (lab classes are identified with an asterisk (*)).

Biol 1100* Survey of Biology 4

Biol 1101* Introduction to Human Genetics 4

Biol 1102* Human Biology 4

Biol 1103* Introduction to Emerging Diseases 4

Biol 1104* Minn. Natural History and Field Biology 4

Biol 1105* General Biology: Cells to Organisms 4

Biol 1106* General Biology: Ecology and Evolution 4

Biol 1110 Environmental Biology 3

Biol 1125 Sex and Human Diversity 3

Biol 2042* Human Physiology 4

Biol 2202* Zoology 4

Biol 2203* Botany 4

Biol 2204* Microbiology 4

Biol 2205* Genetics 4

Chem 1001 Chemistry: Concepts and Applications 4

Chem 1010* Environmental Chemistry 4

Chem 1020* Survey of Chemistry 4

Chem 1050* Foundations of Organic and Biochemistry 3

Chem 1061* Principles of Chemistry 1 5

Chem 1062* Principles of Chemistry 2 5

Chem 2058* Organic Chemistry Essentials 1 4

Chem 2059* Organic Chemistry Essentials 2 4
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<td>GEOG 1101*</td>
<td>Physical Geography</td>
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<td>Introductory Meteorology</td>
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<td>Earth History</td>
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<td>Physical Geology</td>
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<td>Environmental Geology Laboratory</td>
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<td>GEOL 1120</td>
<td>Oceanography</td>
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<td>Physics for Future Presidents</td>
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<td>PHYS 1002*</td>
<td>Physics for Future Presidents Lab</td>
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<td>PHYS 1050*</td>
<td>Survey of Classical Physics</td>
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<td>PHYS 1104</td>
<td>Descriptive Astronomy</td>
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<td>College Physics 1</td>
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<td>Introductory Astronomy</td>
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<td>Physics with Calculus 1</td>
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<td>PHYS 1201*</td>
<td>Physics with Biomedical Applications 1</td>
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<td>PHYS 1202*</td>
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<td>PHYS 2250</td>
<td>Modern Physics</td>
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<td>Field Archeology - Methods of Exploring the Past</td>
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<td>Seeing Culture Through Film and Fieldwork</td>
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<td>Native American Voices</td>
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<td>Magic, Witchcraft and Religion: The Anthropology of Religion</td>
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<td>COMM 1106</td>
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<td>Principles of Microeconomics</td>
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<td>Human Geography</td>
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<td>GEG 1103</td>
<td>Economic Geography</td>
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<td>Resources, Society and Environment</td>
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<td>World Regional Geography</td>
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<td>Geography of Europe</td>
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<td>GEG 1123</td>
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<td>GEG 1124</td>
<td>Geography of Latin America</td>
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<td>History of World Civilizations 2</td>
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<td>HIST 1111</td>
<td>United States History 1</td>
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<td>HIST 1112</td>
<td>United States History 2</td>
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<td>HIST 1131</td>
<td>History of the Family: A Cross-Cultural Perspective</td>
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<td>HIST 1133</td>
<td>Minnesota History</td>
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<td>HIST 2101</td>
<td>History of East Asia</td>
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<td>HIST 2102</td>
<td>Latin American History - Pre-Conquest to the Present</td>
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<td>HIST 2111</td>
<td>Lesbian, Gay, Bisexual and Transgender U.S. History</td>
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<td>HIST 2201</td>
<td>The World in the Era of the World Wars</td>
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<td>Introduction to U.S. Politics</td>
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<td>POLS 1132</td>
<td>Introduction to Comparative Politics</td>
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<td>POLS 1133</td>
<td>Middle East Politics</td>
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<td>POLS 1135</td>
<td>Introduction to Political Thought</td>
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<td>POLS 1150</td>
<td>Introduction to World Politics</td>
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<td>POLS 1152</td>
<td>Model United Nations</td>
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<td>POLS 1195</td>
<td>Conflict and Negotiation</td>
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<td>POLS 2250</td>
<td>Constitutional Law</td>
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<td>PSYC 1100</td>
<td>Psychology in Modern Life</td>
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<td>Child and Adolescent Development</td>
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<td>PSYC 1110</td>
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<td>Psychology of Human Sexuality</td>
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<td>PSYC 1220</td>
<td>Psychology of Adulthood and Aging</td>
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<td>PSYC 2200</td>
<td>Abnormal Psychology</td>
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<td>PSYC 2210</td>
<td>Developmental Psychology: Life Span</td>
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<td>PSYC 2300</td>
<td>Psychology of Personality</td>
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<td>PSYC 2400</td>
<td>Psychology of Religion and Spirituality</td>
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<td>PSYC 2500</td>
<td>Biopsychology</td>
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<td>PSYC 2600</td>
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<td>Modern US Society: Everyday Life in the United States of America</td>
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<td>Cultural Diversity</td>
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<tr>
<td>SOC 1102</td>
<td>Love, Sex and Family</td>
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**Goal 4: Mathematical/Logical Reasoning**

*Complete one course:*

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<th>Course Title</th>
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<td>MATH 1020</td>
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<td>MATH 1050</td>
<td>Mathematical Foundations 1</td>
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<td>MATH 1060</td>
<td>Mathematical Foundations 2</td>
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<td>MATH 1070</td>
<td>Mathematical Foundations 3</td>
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<td>MATH 1080</td>
<td>Introduction to Statistics</td>
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<td>MATH 1090</td>
<td>STATWAY Statistics 2</td>
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<td>MATH 1100</td>
<td>College Algebra and Probability</td>
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<td>MATH 1150</td>
<td>Trigonometry</td>
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<td>Finite Mathematics</td>
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<td>Survey of Calculus</td>
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<td>MATH 1500</td>
<td>Pre-Calculus</td>
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<td>Calculus 4: Differential Equations with Linear Algebra</td>
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<td>Foundations of Mathematics and Logic: Writing Intensive</td>
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<td>PHIL 1102</td>
<td>Logic</td>
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**GOAL 5: History and the Social and Behavioral Sciences**

*Complete two courses from a minimum of two departments:*

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<td>ANTH 1121</td>
<td>Women Across Cultures</td>
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<td>ANTH 1125</td>
<td>Human Evolution - An Introduction to Bio-Anthropology</td>
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<td>Archaeology: Prehistory and Humanity’s Cultural Origins</td>
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<td>Cultural Anthropology - The Global Human Experience</td>
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<td>Human Variation – Bio-Anthropology and Forensic Analysis</td>
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<td>Social Problems in a Changing World</td>
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<td>Wealth and Poverty</td>
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<td>Sociology of Sex and Gender Roles</td>
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**Goal 6: The Humanities and Fine Arts**

*Complete two courses from a minimum of two departments:*

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<td>Art History Survey 2: 16th Century Europe to 1945</td>
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<td>Contemporary Art Survey</td>
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<td>Sculpture 1</td>
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<td>Printmaking: Monotype and Screenprint</td>
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Goal 8: Global Perspective
Complete one course.

ANTH 1101 Cultural Diversity 3
ANTH 1121 Women Across Cultures 3
ANTH 1127 Cultural Anthropology - The Global Human Experience 3
ANTH 1148 Seeing Culture Through Film and Fieldwork 3
ANTH 1188 Magic, Witchcraft and Religion: The Anthropology of Religion 3
ANTH 1899 Medical Anthropology: Health, Illness and Healing Across Cultures 3
ART 1101 The Visual Arts 3
ART 1102 Art History Survey 1: Prehistory to 16th Century Europe 3
ART 1103 Art History Survey 2: 16th Century Europe to 1945 3
ART 1104 Contemporary Art Survey 3
ART 1105 Non-Western Art Survey 3
BIOL 1103 Introduction to Emerging Diseases 4
CHIN 1100 Beginning Chinese 1 5
CHIN 1111 Chinese Culture and Civilization 3
CHIN 1200 Beginning Chinese 2 5
ECON 2202 Principles of Macroeconomics 3
ENGL 1170 Modern World Literature 3
ENGL 1175 Myths and Legends 3
ENGL 2174 African Literature 3
FREN 1100 Beginning French 1 5
FREN 1111 Culture and Civilization 3
FREN 1200 Beginning French 2 5
FREN 2100 Intermediate French 1 5
FREN 2200 Intermediate French 2 5
GEOG 1050 Introduction to Maps and Places 3
GEOG 1102 Human Geography 3
GEOG 1103 Economic Geography 3
GEOG 1121 World Regional Geography 3
GEOG 1122 Geography of Europe 3
GEOG 1124 Geography of Latin America 3
GERM 1100 Beginning German 1 5
GERM 1111 Culture and Civilization 3
GERM 1200 Beginning German 2 5
GERM 2100 Intermediate German 1 5
GERM 2200 Intermediate German 2 5
HIST 1101 History of World Civilizations 1 4
HIST 1102 History of World Civilizations 2 4
HIST 1103 History of World Civilizations 3 4
HIST 1131 History of the Family: A Cross-Cultural Perspective 3
HIST 2101 History of East Asia 3
HIST 2102 Latin American History - Pre-Conquest to the Present 3
HIST 2201 The World in the Era of the World Wars 3
JAPN 1100 Beginning Japanese 1 5
JAPN 1111 Culture and Civilization 3
JAPN 1200 Beginning Japanese 2 5
JAPN 2100 Intermediate Japanese 1 5
JAPN 2200 Intermediate Japanese 2 5
MUSC 1121 Introduction to World Music 3
MUSC 2245 Music History I 3
MUSC 2246 Music History II 3
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<td>Middle East Politics</td>
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<td>POLS 1152</td>
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**Goal 9: Ethical and Civic Responsibility**

Complete one course.

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<td>ECON 1100</td>
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<td>Principles of Microeconomics</td>
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<td>Constitutional Law</td>
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**Goal 10: People and the Environment**

Complete one course.

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<td>Archaeology: Prehistory and Humanity’s Cultural Origins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 1104*</td>
<td>Minnesota Natural History and Field Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 1110</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1010*</td>
<td>Environmental Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2140</td>
<td>Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1101*</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 1104</td>
<td>Resources, Society and Environment</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1123</td>
<td>Geography of Minnesota</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1125</td>
<td>Geography of the United States and Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEG 1172*</td>
<td>Introductory Meteorology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1101*</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 1110*</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1111*</td>
<td>Environmental Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 1120</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1133</td>
<td>Minnesota History</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1140</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

*Lab courses.

**Associate in Arts Degree in Liberal Education**

**Graduation Requirements:**

Students seeking an Associate of Arts (AA) degree in liberal education must complete a total of 60 college-level semester credits, including:

- MnTC requirements
- Health - one course
- Exercise Science - one course
- Elective credits - additional course(s) numbered 1000 and above, if needed to complete the 60 credit requirement.

**Other Graduation Requirements:**

- Complete the specific degree requirements as specified above.
- Earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework (courses numbered 1000 and above) completed at Normandale.
- Earn a minimum of 20 college level credits at Normandale.

By specific agreement, students who have been awarded the Associate of Arts degree in Liberal Education have satisfied all general education requirements for graduation from any of Minnesota’s public colleges and universities.

The following schools also accept the AA degree as satisfying their general education requirements:

**Minnesota Schools:**

- Argosy University
- Augsburg College
- Bethany Lutheran College
• Capella University
• College of St. Scholastica
• Concordia University in St. Paul
• St. Mary’s University

**North Dakota Schools:**
• Mayville State University
• North Dakota State University
• The University of North Dakota

**Wisconsin Schools:**
• Northland College
• UW-River Falls
• UW-Stout
• UW-Superior

The general education (MnTC) portion of the AA degree satisfies the liberal education requirements at the University of Minnesota.

**Associate of Arts Degree with Emphasis**

Students seeking an Associate of Arts (AA) in Liberal Education with an emphasis must successfully complete the AA requirements and the specific emphasis requirements.

Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum (MnTC) goal requirements.

**Anthropology**

The Anthropology department explores human nature, society and culture very broadly and comparatively. Our courses foster a bio-cultural understanding of humans from materially simple to complex cultures and from the distant past to the present.

The Associate of Arts degree with Emphasis in Anthropology provides a solid foundation for an undergraduate major or for study in related disciplines as well as powerful tools for making one’s way in a changing world.

**Required Courses - 9 credits**

- ANTH 1125 Human Evolution 3
- ANTH 1126 Archaeology: Prehistory 3
- ANTH 1127 Cultural Anthropology 3

**Complete at least one additional course for 3 credits**

- ANTH 1101 Cultural Diversity 3
- ANTH 1121 Women Across Cultures 3
- ANTH 1145 Human Variation 3
- ANTH 1146 Field Archeology 3
- ANTH 1148 Seeing Culture Through Film/Fieldwork 3
- ANTH 1150 Native American Voices 3
- ANTH 1188 Magic, Witchcraft and Religion 3
- ANTH 1899 Medical Anthropology 3

**Art**

The Associate of Arts (AA) with Emphasis in Art is a liberal education degree with a concentration in visual art courses. The degree provides a sound art history and art studio foundation and satisfies the complete MnTC. It is intended for transfer to a BA four-year program.

Students seeking an AA with Emphasis in Art must successfully complete the AA requirements and the specific emphasis requirements reflected below.

**Required courses - 15 credits**

- ART 1102 Art History Survey 1 3
- ART 1103 Art History Survey 2 3
- ART 1118 Two-Dimensional Design 3
- ART 1120 Three-Dimensional Design 3
- ART 1121 Drawing 1 3

**Elective Courses for 6 credits:**
Complete at least 2 additional ART courses for 6 credits total.

**Archaeology**

Archaeology explores the vanished cultures of the past through recovery and scientific analysis of physical evidence left at ancient sites.

Our courses foster a bio-cultural understanding of societies; from the materially simple to complex cultures and from the distant past to historic times.

The Associate of Arts with Emphasis in Archaeology provides a solid foundation for an undergraduate major for study in related disciplines, as well as tools and hands-on skills for participating in field research and cultural resource management.

**Required Courses - 15 credits**

- ANTH 1126 Archaeology: Prehistory 3
- ANTH 1127 Cultural Anthropology 3
- ANTH 1146 Field Archeology 3
- ANTH 1150 Native American Voices 3
- ANTH 1194 Independent Study: Field Work 3

**Complete at least one additional course for 4 credits**

- GEOL 1101 Physical Geography 4
- GEOL 1101 Physical Geology 4
- GEOL 1110 Environmental Geology 3
- GEOL 1111 Environmental Geology Laboratory 1

**NOTE:** GEOL 1110 must be taken with its lab, GEOL 1111 for a total of 4 credits.

**Art History**

This degree program is a liberal arts degree with a concentration in art history and studio art that are paired with recommended supporting courses.

The degree provides a sound art history and studio art foundation and satisfies the complete MnTC. It is intended for transfer to a bachelor’s 4-year program.

Students seeking and Associate of Arts (AA) with Emphasis in Art History must successfully complete the AA requirements and the specific Art History emphasis requirements.

**Required Courses - 22 credits**

**Complete the following 9 credits**

- ART 1102 Art History Survey 1 3
ART 1103 Art History Survey 2 3
ART 1104 Contemporary Art Survey 3

**Required Studio Art Courses - 3 credits**
ART 1101 The Visual Arts 3
ART 1121 Drawing 1 3
ART 1118 Two-Dimensional Design 3
ART 1120 Three-Dimensional Design 3

**Required Writing Courses - 7 credits**
ENGC 1101 Freshman Composition 4

*Choose from the following for 3 credits:*
ENGC 2000 Writing about Literature 3
ENGC 2020 Advanced Grammar 3

**Required Global Studies Courses - 3 credits**
Choose from the following for 3 credits:
ART 1105 Non-Western Art Survey 3
ANTH 1101 Cultural Diversity 3
or SOC 1101 Cultural Diversity 3
PHIL 1150 Introduction to World Religions 3

**Bioscience**
This program gives students a direction for entry into the bioscience field. Students would be on track for a biology major if deciding to transfer to a 4-year institution.

**Required Courses - 22 credits**
BIOL 1105 General Biology: Cells to Organisms 4
BIOL 1106 General Biology: Ecology and Evolution 4
BIOL 2204 Microbiology 4
CHEM 1061 Principles of Chemistry 1 5
CHEM 1062 Principles of Chemistry 2 5

**Elective Courses**
BIOL 2205 Genetics 4
CHEM 2061 Organic Chemistry 1 5
CHEM 2062 Organic Chemistry 2 5

**Chemistry**
Students will complete the requirements through the sophomore level of a baccalaureate degree at most 4-year colleges and universities in the following:
- *Chemistry*
- *Biochemistry*
- *Chemical Engineering*
- *Biological Sciences*

Also, the Associate of Arts degree with Emphasis in Chemistry signifies students have completed the first 2 years of chemistry courses required by most institutions for programs in the following:
- *Medicine*
- *Pharmacy*
- *Dentistry*
- *Veterinary Medicine*
- *Chiropractic*
- *Medical Technology*

**Required Courses - 20 credits**
CHEM 1061 Principles of Chemistry 1 5
CHEM 1062 Principles of Chemistry 2 5
CHEM 2061 Organic Chemistry 1 5
CHEM 2062 Organic Chemistry 2 5

**Recommended Course - 4 credits**
CHEM 2041 Quantitative Analysis 4

**Communication**
This degree is designed to certify that students have completed the requirements through the sophomore level for a baccalaureate degree in communication at most four-year institutions.

**Required Courses - 12 credits**
COMM 1101 Fundamentals of Public Speaking 3
COMM 1111 Interpersonal Communication 3
COMM 1121 Small Group Communication 3
COMM 1131 Intercultural Communication 3

*Complete at least one of the following for 3 credits:*
COMM 1106 Introduction to Mass Communication 3
COMM 1141 Nonverbal Communication 3
COMM 1900 Topics in Communication 1-4
COMM 2111 Family Communication 3

**French**
See World Languages and Cultures.

**Geography**
This degree in Geography provides necessary lower division coursework in geography for transfer to a 4-year major.

**Required Courses - 7 credits**
GEOG 1101 Physical Geography 4
GEOG 1102 Human Geography 3

*Complete at least 6 credits from the following:*
GEOG 1104 Resources, Society and Environment 3
GEOG 1121 World Regional Geography 3
GEOG 1122 Geography of Europe 3
GEOG 1125 Geography of the U.S. and Canada 3
GEOG 1170 Urban Geography 3
GEOG 1172 Introductory Meteorology 4
GEOG 1180 Cartography and Geographic Info Systems 3
GEOG 1900 Topics in Geography 1-4

*NOTE: GEOG 1122 offered only through the Oxford Study Abroad Program.*

**German**
See World Languages and Cultures.

**History**
Students seeking an Associate of Arts (AA) degree in Liberal Education with an emphasis must successfully complete the AA requirements. Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum Goal requirements.

Students who plan to major in history at a four-year institution would be well-advised to take both the American
and world history survey courses in order to be well-prepared for upper division work. These emphases give student who wish to major in history at a four-year institution a strong base from which to build their degree program.

*Students must select only one emphasis area.

U.S. History Required Courses - 11 credits
HIST 1111 United States History 1 4
HIST 1112 United States History 2 4
HIST 1133 Minnesota History 3

U.S. History: Complete one of the following 3-4 credits
HIST 1101 History of World Civilizations 1 4
HIST 1102 History of World Civilizations 2 4
HIST 1103 History of World Civilizations 3 4
HIST 1131 History of the Family 3
HIST 2101 History of East Asia 3
HIST 2201 The World in the Era of the World Wars 3

World History: Required Courses - 12 credits
HIST 1101 History of World Civilizations 1 4
HIST 1102 History of World Civilizations 2 4
HIST 1103 History of World Civilizations 3 4

World History: Complete one of the following 3-4 credits
HIST 1111 United States History 1 4
HIST 1112 United States History 2 4
HIST 1131 History of the Family 3
HIST 1133 Minnesota History 3
HIST 2101 History of East Asia 3
HIST 2201 The World in the Era of the World Wars 3

General History - 14-16 credits
Complete 4 of the following 14-16 credits:
HIST 1101 History of World Civilizations 1 4
HIST 1102 History of World Civilizations 2 4
HIST 1103 History of World Civilizations 3 4
HIST 1111 United States History 1 4
HIST 1112 United States History 2 4
HIST 1131 History of the Family 3
HIST 1133 Minnesota History 3
HIST 2101 History of East Asia 3
HIST 2201 The World in the Era of the World Wars 3

Japanese
See World Languages Cultures.

Literary Studies
The Associate of Arts Degree with a Literary Studies Emphasis satisfies the first two years of Minnesota Transfer Curriculum credits and also prepares English majors to enter a bachelor of arts program in this field.

Prerequisite: Students must earn a B or higher in ENGC 1101 (Freshman Composition) before being admitted to the program.

Students will complete 20 credits for the Literary Studies Emphasis, resulting in an AA with a total of 60 credits.

Required Courses - 6 credits
ENGC 2000 Writing about Literature 3
ENGL 2120 Shakespeare 3

Complete two courses for 8 credits
ENGL 2150 American Literature 1 4
ENGL 2151 American Literature 2 4
ENGL 2160 British Writers 1 4
ENGL 2161 British Writers 2 4

Complete one of the following for 3 credits:
ENGL 2130 African American Literature 3
ENGL 2131 Asian American Literature 3
ENGL 2132 Latino American Literature 3
ENGL 2133 Native American Literature 3

*Complete one additional ENGL course numbered over 2100 for 3 credits.

Mathematics
This degree is designed to certify that students have completed the requirements through the sophomore level for a baccalaureate degree in mathematics at most 4-year institutions. These courses also provide a solid foundation for most science and technical programs.

Required Courses - 19 credits
MATH 1510 Calculus 1 5
MATH 1520 Calculus 2 5
MATH 2510 Calculus 3: Multivariable Calculus 5
MATH 2700 Foundations Math/Logic: Writing Intensive 4

Complete one of the following for 4-5 credits
CSCI 2011 Discrete Structures of Computer Science 4
MATH 2400 Probability and Statistics with Calculus 4
MATH 2520 Calculus 4: Differential Equations 5

Music
The Music Department at Normandale Community College is an accredited institutional member of the National Association of Schools of Music.

The Associate of Arts with Emphasis in Music provides a quality two-year curriculum which completes the first two years of a baccalaureate degree in music.

Required Courses - 30 credits
MUSC 1131 Music Theory I 3
MUSC 1132 Music Theory II 3
MUSC 2231 Music Theory III 3
MUSC 2232 Music Theory IV 3
MUSC 1181 Ear Training I 2
MUSC 1182 Ear Training II 2
MUSC 2281 Ear Training III 2
MUSC 2282 Ear Training IV 2
MUSC 1151 Applied Music (four semesters) 8
MUSC 1152 Performance Class (four semesters) 0

Complete one music ensemble course:
2 semesters for 2 credits
MUSC 1113 Concert Choir 1
MUSC 1116 Concert Band 1
MUSC 1118 Orchestra 1
MUSC 1145 Jazz Ensemble 1

Piano Proficiency:
MUSC 1159 Piano Proficiency 0

Elective courses:
Recommended - not required
MUSC 1123 Jazz History 3
MUSC 1156 Guitar I: Class Lessons 2
MUSC 1161 Voice Class 2

Most colleges and universities require four semesters of Applied Music, Performance Class and Performing Ensemble. The student who elects to complete only two semesters may be behind upon transfer. Most colleges and universities also require four semesters of Music History.

Most colleges and universities also require four semesters of Music History. Students intending to major in music are encouraged to complete four semesters of the following courses at Normandale:

- MUSC 1121
- MUSC 1123
- MUSC 2245
- MUSC 2246

Philosophy
Students seeking an Associate of Arts Degree with Emphasis in Philosophy must successfully complete the AA requirements and the specific emphasis requirements. Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum Goal requirements.

The Philosophy Department offers a complete selection of lower division courses for a major in philosophy as well as related areas such as religion or humanities. Careers related to this major include law, religious vocations and environmental sciences.

In addition, many students majoring in philosophy are well prepared for graduate programs in a variety of fields.

Complete two of the following courses for 6 credits:
PHIL 1101 Introduction to Philosophy 3
PHIL 1102 Logic 3
PHIL 1103 Ethics 3

Complete one of the following courses for 3 credits:
PHIL 1140 Environmental Ethics 3
PHIL 1150 Introduction to World Religions 3
PHIL 1160 Philosophy of Art 3
PHIL 1170 Business Ethics 3
PHIL 1180 Biomedical Ethics 3

Photography
This program is a liberal education degree with a concentration in fine art photography courses.

The photography program in the Department of Art and Art History at Normandale is committed to nurturing an artistic community that is contemporary, critical and professional. While treating photography as an artistic medium, this program encourages forms of critical thinking that can be applied to all art media and college disciplines.

The photography emphasis is centered on developing an outstanding ability to interpret, criticize and articulate ideas through the visual image. Photography facilities include both traditional chemical-based darkrooms and a digital lab.

The degree satisfies the complete Minnesota Transfer Curriculum. It is intended to transfer to a BA 4-year program.

Students seeking an AA with Emphasis in Photography must successfully complete the AA requirements and the specific emphasis requirements reflected below.

Required Photography Courses - 15 credits
ART 1109 Exploring Photography 3
ART 1110 Black and White Photography 1 3
ART 1113 Video Art 3
ART 1114 Digital Photography 3
ART 2207 Photography 2 3

Required Art History Course - 3 credits
Choose one of the following:
ART 1103 Art History Survey 2 3
ART 1104 Contemporary Art Survey 3

Studio Art Elective Course - 3 credits
ART xxxx Choose any additional art course (excluding ART 1101, Visual Arts) for 3 credits

Physics
This degree program will prepare you to transfer to a physics or astronomy program at a four-year institution of higher learning.

The AA ensures that you have taken the required lower division coursework in physics and mathematics necessary to begin upper division coursework.

The AA includes the Minnesota Transfer Curriculum (MnTC) and thus will also ensure you have satisfied general education coursework for other MnSCU institutions and the University of Minnesota.

Required Courses - 24 credits
MATH 2510 Calculus 3: Multivariable Calculus 5
MATH 2520 Calculus 4: Differential Equations 5
PHYS 1121 Physics with Calculus 1 5
PHYS 1122 Physics with Calculus 2 5
PHYS 2250 Modern Physics 4

Political Science
This degree provides lower-division coursework in political science for transfer to a four-year major.

Students must complete the requirements for the Associate of Arts in Liberal Education and the emphasis requirements as indicated below.
Required Courses - 9 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1130</td>
<td>Introduction to U.S. Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1132</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1150</td>
<td>Introduction to World Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete two of the following courses for 6 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 1133</td>
<td>Middle East Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1135</td>
<td>Introduction to Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POLS 1152</td>
<td>Model United Nations</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2250</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology
This degree provides lower division coursework in psychology for transfer to a 4-year major.

Required Course - 4 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1110</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete at least four courses for 8 - 15 credits:
At least two (2) must be at the 2000 level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 1100</td>
<td>Psychology in Modern Life</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1106</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1108</td>
<td>Psychology of Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1109</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1120</td>
<td>Psychology of Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1140</td>
<td>Psychology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1220</td>
<td>Psychology of Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1900</td>
<td>Topics in Psychology</td>
<td>1-4</td>
</tr>
<tr>
<td>PSYC 2200</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2210</td>
<td>Developmental Psychology: Life Span</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 2300</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2400</td>
<td>Psychology of Religion and Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2500</td>
<td>Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2600</td>
<td>Introduction to Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 2900</td>
<td>Topics in Psychology</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Sociology
The Associate of Arts degree with Emphasis in Sociology provides the necessary lower division coursework in sociology to transfer to a four-year major in law enforcement, criminal justice, law, social work or human services.

Required Courses - 12 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1106</td>
<td>Social Problems in a Changing World</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2108</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2114</td>
<td>Families in Crisis</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete two of the following courses for 5-6 credits:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 1102</td>
<td>Love, Sex and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1103</td>
<td>Social Change in Action/Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1115</td>
<td>Sociology of Sex and Gender Roles</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1121</td>
<td>Women Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2110</td>
<td>American Minority Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2125</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2130</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
OR any other 2000-level Sociology course

Women’s Studies
Coursework in this area is supportive of 4-year degree programs in women’s studies as well as the related fields of human services, education, American studies and other social sciences and humanities.

Required Courses - 6 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 1101</td>
<td>Introduction to Women’s Studies</td>
<td>3</td>
</tr>
<tr>
<td>WMST 1121</td>
<td>Women Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>or ANTH 1121</td>
<td>Women Across Cultures</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 1121</td>
<td>Women Across Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete three courses from the following for 9 credits:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1125</td>
<td>Sex and Human Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1140</td>
<td>Gender and Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 1131</td>
<td>History of the Family</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1106</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1115</td>
<td>Sociology of Sex and Gender Roles</td>
<td>3</td>
</tr>
</tbody>
</table>

World Languages
French
To complete the Associate of Arts degree with Emphasis in French, students must complete the requirements for the Associate of Arts in Liberal Education and the emphasis requirements as indicated below.

Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum (MnTC) Goal requirements.

Required Courses - 18 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1111</td>
<td>Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>FREN 1200</td>
<td>Beginning French 2</td>
<td>5</td>
</tr>
<tr>
<td>FREN 2100</td>
<td>Intermediate French 1</td>
<td>5</td>
</tr>
<tr>
<td>FREN 2200</td>
<td>Intermediate French 2</td>
<td>5</td>
</tr>
</tbody>
</table>
German
To complete the Associate of Arts degree with Emphasis in German, students must complete the requirements of the Associate of Arts in Liberal Education and the emphasis requirements as indicated below.

Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum (MnTC) Goal requirements.

Required Courses - 18 credits
- GERM 1111 Culture and Civilization 3
- GERM 1200 Beginning German 2 5
- GERM 2100 Intermediate German 1 5
- GERM 2200 Intermediate German 2 5

Japanese
To complete the Associate of Arts degree with Emphasis in Japanese, students must complete the requirements of the Associate of Arts in Liberal Education and the emphasis requirements as indicated below.

Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum (MnTC) Goal requirements.

Required Courses - 18 credits
- JAPN 1111 Culture and Civilization 3
- JAPN 1200 Beginning Japanese 2 5
- JAPN 2100 Intermediate Japanese 1 5
- JAPN 2200 Intermediate Japanese 2 5

Spanish
To complete the Associate of Arts degree with Emphasis in Spanish, students must complete the requirements for the Associate of Arts in Liberal Education and the emphasis requirements as indicated below.

Emphasis requirements may also be used to satisfy the Minnesota Transfer Curriculum (MnTC) Goal requirements.

The AA with Emphasis in Spanish requires 18 credits of Spanish language study on our campus.

Required Courses - 15 credits
- SPAN 1200 Beginning Spanish 2 5
- SPAN 2100 Intermediate Spanish 1 5
- SPAN 2200 Intermediate Spanish 2 5

Additional Courses: 3 credits
- Students must also complete one of the following courses:
  - SPAN 1111 Culture and Civilization 3
  - SPAN 2210 Advanced Communication Skills 3

Associate of Fine Arts Degrees
Students seeking an Associate of Fine Arts (AFA) degree from Normandale Community College must successfully complete the degree requirements determined by the specific degree, which includes MnTC required credits.

Students need to consult the department chair to initiate an AFA degree program.

Other Graduation Requirements:
- Complete the specific major requirements.
- Earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework completed at Normandale.
- Earn a minimum of 20 college-level credits at Normandale

Art (AFA)

Accreditation
The Art Department at Normandale Community College is an accredited institutional member of the National Association of Schools of Art and Design.

Associate of Fine Arts Degree in Art
The AFA is a pre-professional degree intended for students transferring to a BFA four-year program or those with a strong interest in visual art. The AFA in Art is designed to encourage students to focus their coursework to achieve an associate degree that distinguishes their accomplishments in art. The AFA degree combines a high concentration of art history and studio art coursework with liberal arts general education courses. Careful planning in consultation with counselors and art instructors concerning course sequence, program admission and transfer institution requirements is essential.

Admission to the Program
1. Application: Complete the AFA application form and submit it to the Art Faculty AFA Representative.
2. Interview with Art Faculty AFA Representative: It is strongly recommended to schedule this as soon as the decision to acquire the degree is made and no later than midpoint in completion of art course requirements for the AFA degree.
3. Portfolio: Submit a portfolio of artwork (minimum 3 pieces, maximum 5 pieces) to the Art Faculty AFA Representative at the time of the interview. Work will be reviewed by Art Department faculty.

AFA Degree in Art - 60 credit degree
1. Art Credits: Complete 40 credits in Art courses (including Core Art Courses and Art Electives) with a cumulative grade point average of 3.0 on a 4.0 scale. Refer to the AFA in Art Course Requirements and the AFA-Art Recommended Program Planning Guide for specific requirements and suggested sequences of art courses.
2. General Education Credits: Complete 20 credits with a minimum of one course in four of the following MnTC Goal areas: 1, 3, 4, 5, 7, 9, or 10. Courses numbered 1000 and above must have a cumulative grade point average of 2.0 on a 4.0 scale.
3. Portfolio Course: Complete Portfolio and Professional Practices (ART 2200) course as soon as possible after completing 21 art credits.
4. AFA Exhibition: AFA students will present a culminating exhibit of their artwork. This will be...
coordinated with AFA Art Faculty Representative after the completion of at least 30 art credits. It is strongly recommended that this occur during the student’s last academic term (Fall, Spring).

5. **Graduation:** File a graduation application during the semester you plan to graduate and receive approval for graduation on the basis of a degree completion audit.

### Core Art Courses - 19 credits
- **ART 1102** Art History Survey 1 3
- **ART 1103** Art History Survey 2 3
- **ART 1118** Two-Dimensional Design 3
- **ART 1120** Three-Dimensional Design 3
- **ART 1121** Drawing 1 3
- **ART 2200** Portfolio and Professional Practices 3
- **ART 2210** AFA in Art Capstone: Exhibition 1

### Art Electives - 21 credits

**Complete a minimum of seven 3-credit courses with at least one course in each area.**

#### Area 1
**Minimum 1 course - 3 credits**
- **ART 1126** Printmaking: Monotype and Screenprint 3
- **ART 1127** Painting 1 3
- **ART 1128** Watercolor Painting 3
- **ART 1129** Printmaking: Intaglio and Relief 3
- **ART 2201** Figure Drawing 3
- **ART 2202** Mixed Media 3
- **ART 2204** Drawing 2 3
- **ART 2253** Painting 2 3

#### Area 2
**Minimum 1 course - 3 credits**
- **ART 1109** Exploring Photography 3
- **ART 1110** Black and White Photography 1 3
- **ART 1113** Video Art 3
- **ART 1114** Digital Photography 3
- **ART 1115** 2D Animation and Interactivity 3
- **ART 1122** Electronic Imaging 3
- **ART 2207** Photography 2 3

#### Area 3
**Minimum 1 course - 3 credits**
- **ART 1123** Sculpture 1 3
- **ART 1124** Ceramics 1 3
- **ART 1125** Glass Fusing 1 3
- **ART 2203** Ceramics 2 3
- **ART 2206** Glass Fusing 2 3

### Optional Courses

*Only one of these optional courses may be used as an Art Elective course.*
- **ART 1101** The Visual Arts 3
- **ART 1104** Contemporary Art Survey 3
- **ART 1105** Non-Western Art Survey 3
- **ART 1900** Topics in Art 1-4

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### Creative Writing (AFA)

The AFA is designed to provide the student with a body of work through workshop courses and a capstone project that will assist the student in being accepted into a competitive creative writing program. The student will also work to build his or her resume and portfolio before moving into the professional arena.

The AFA is a combination of liberal arts general education courses and creative writing courses. General education requirements fulfill the creative writing student’s need to develop conceptual and communication skills necessary for successful transfer and completion of a baccalaureate arts degree or a successful professional career.

The Associate of Fine Arts (AFA) degree in Creative Writing is designed for the student who has selected creative writing as a career option and intends to transfer to a fine arts baccalaureate program (BA or BFA) in creative writing at a four-year institution. The AFA degree combines creative writing coursework in several genres with the study of literature. Students who complete this course of study and meet the admission requirements to their selected institution may be eligible to apply for admission with junior standing.

The degree is earned by completing 60 credits, 40 credits of which are to include the entire Minnesota Transfer Curriculum (MnTC) and 20 credits of English course requirements. Careful planning in consultation with counselors and creative writing instructors concerning course sequence, program admission, and transfer institution requirements is essential.

#### Admission to the Program

1. A student may indicate interest in admission to the AFA in Creative Writing major by declaring a “Pre-AFA in Creative Writing” major.

2. To be admitted into the program, students must:
   a. Complete the Goal 1 English requirement in one of these ways:
      - Pass ENGC 1101 or an equivalent course at another institution with a grade of C or higher
      - Transfer into their Normandale transcript CLEP exams, AP scores, ACT or SAT scores, or other proof of having met the Goal 1 English requirement
   b. Submit an application to the Director of the AFA in Creative Writing program, either hard copy or online at [www.submittable.com](http://www.submittable.com), with the following materials included:
      - Current contact information
      - A ten-page writing sample (either one document or a combination of documents) that shows evidence of college level writing skills in organization, revision, editing, and proofreading.

### Required Writing Courses - 12 credits

*Complete 12 credits from the following:*
ENGW 1111 Introduction to Creative Writing 3
ENGW 2112 Poetry Writing 3
ENGW 2113 Fiction Writing 3
ENGW 2114 Play and Screen Writing 3
ENGW 2115 Memoir/Non-Fiction Writing 3
ENGW 2900 Topics in Creative Writing 3

Required Literature Courses - 10 credits
ENGL 2151 American Literature 2 4
One of:
ENGL 2130 African American Literature 3
ENGL 2131 Asian American Literature 3
ENGL 2132 Latino American Literature 3
ENGL 2133 Native American Literature 3
One additional ENGL Course numbered over 2100.

Capstone Course - 3 credits
ENGW 2800 AFA Capstone 3
Students will complete the Capstone Course after completing at least 4 of the required ENGL and/or ENGW courses, focusing on a writing project and/or internship in the area of literary arts.

Music (AFA)

Accreditation
The Music Department at Normandale is an accredited institutional member of the National Association of Schools of Music.

While completing the courses in 6 goals of the Minnesota Transfer Curriculum (including Goal 1), students must also complete the following music courses:

Music Requirements - 38 credits
MUSC 1131 Music Theory I 3
MUSC 1132 Music Theory II 3
MUSC 2231 Music Theory III 3
MUSC 2232 Music Theory IV 3
MUSC 1181 Ear Training I 2
MUSC 1182 Ear Training II 2
MUSC 2281 Ear Training III 2
MUSC 2282 Ear Training IV 2
MUSC 1151 Applied Music (four semesters) 8
MUSC 1152 Performance Class (four semesters) 0

Complete two Music History courses - 6 credits
MUSC 2245 Music History I 3
MUSC 2246 Music History II 3

Complete one Music Ensemble course:
4 semesters for 4 credits
MUSC 1113 Concert Choir 1
MUSC 1116 Concert Band 1
MUSC 1118 Orchestra 1

Piano Proficiency
MUSC 1159 Piano Proficiency 0

General Education Requirements - 30 credits
Complete 30 credits from at least 6 Goals of the Minnesota Transfer Curriculum (MnTC) including Goal 1.

Music courses above may be used to satisfy Goal requirements. Students are encouraged to plan their courses with a Normandale advisor or counselor.

Theatre Performance (AFA)

Accreditation
The Theatre Department at Normandale Community College is an accredited institutional member of the National Association of Schools of Theatre.

The Associate of Fine Arts degree in Theatre Performance is designed for the student who wishes to focus on intensive study of the first two years of theatre performance curriculum and production activities. The degree is appropriate for students intending to transfer to a baccalaureate program (BA or BFA) in acting or performance at a four year institution. The AFA in Theatre Performance is a combination of liberal arts general education courses and introductory theatre arts courses. The degree is earned by completing 60 credits – 40 credits of which are to include the entire Minnesota Transfer Curriculum (MnTC).

Students should consult their intended transfer institution for any additional admissions or general education requirements.

Acceptance into this degree program is by audition/interview only.

Required Theatre Courses - 20 credits
THTR 1101 Voice and Movement 3
THTR 1120* Theatre Performance Practicum 1
THTR 1135 Introduction to Stage Makeup 2
THTR 1151 Acting 1 3
THTR 2150 Script Analysis 3
THTR 2151 Acting 2 3
THTR 2160 Audition Techniques - Stage/Screen 3
*This one-credit course should be repeated for a total of 3 credits.

General Education Requirements - 40 credits
Complete the Minnesota Transfer Curriculum (MnTC).
With careful planning, courses used to satisfy Goals 5 and 6 may also be counted for Goals 7, 8, 9 and 10.

Theatre Production and Design (AFA)

Accreditation
The Theatre Department at Normandale Community College is an accredited institutional member of the National Association of Schools of Theatre.

The Associate of Fine Arts degree (AFA) in Theatre Production and Design is designed for the student who wishes to focus in the first two years on intensive study of the theatre design and production curriculum and production activities. The degree is appropriate for students intend-
ing to transfer to a baccalaureate program (BA or BFA) in design and technical theatre at a four-year institution.

The AFA in Theatre Production and Design is a combination of liberal arts general education courses and introductory theatre arts courses. The degree is earned by completing 60 credits, 40 credits of which are to include the entire Minnesota Transfer Curriculum (MnTC) and 20 credits of theatre course requirements.

Students should consult their intended institution for any additional admissions or general education requirements.

Acceptance into this degree program is by interview only.

**Required Courses - 14 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1116</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 1122*</td>
<td>Technical Theatre Practicum</td>
<td>1</td>
</tr>
<tr>
<td>THTR 2020</td>
<td>Basic Design for the Stage</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2150</td>
<td>Script Analysis</td>
<td>3</td>
</tr>
<tr>
<td>THTR 2520</td>
<td>Stage Management</td>
<td>3</td>
</tr>
</tbody>
</table>

*This one-credit course should be repeated for a total of 2 credits.*

**Complete two of the following courses - 6 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 1130</td>
<td>Introduction to Stage Costumes</td>
<td>3</td>
</tr>
<tr>
<td>THTR 1140</td>
<td>Introduction to Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THTR 1145</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Education Requirements - 40 credits**

Complete the Minnesota Transfer Curriculum (MnTC). With careful planning, courses used to satisfy Goals 5 and 6 may also be counted for Goals 7, 8, 9 and 10.

**Associate of Science Degrees**

Students seeking an Associate of Science (AS) degree from Normandale Community College must successfully complete the degree requirements determined by the specific program, which include 30 credits from at least six MnTC Goals.

Other Graduation Requirements:

- Complete the specific major requirements.
- Earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework completed at Normandale. Note that some programs, such as those in health sciences, require a higher GPA in both Normandale and transfer coursework.
- Earn a minimum of 20 college level credits at Normandale.

**Accounting (AS)**

*The Higher Learning Commission has extended Normandale’s accreditation to include the online delivery of the Associate of Science in Accounting. Normandale’s Accounting Program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).*

This degree is designed for possible employment at the associate degree level and for transfer to a bachelor of science program at some Minnesota State Colleges and Universities, private colleges and the University of Minnesota. The Associate of Science Degree in Accounting includes the Minnesota Transfer Curriculum. Completion of this degree is dependent upon a grade of C or higher in each of the Specialized Career Program Requirements and General Education.

**Specialized Career Requirements - 19-20 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1853</td>
<td>Federal Income Tax</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2251</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2252</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 2254</td>
<td>Intro to Management Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>BUSN 1201</td>
<td>Info Tech Concepts and Bus Software</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2220</td>
<td>Statistics for Business and Economics</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1080</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
</tbody>
</table>

*BUSN 1201 recommended for students considering transfer to a bachelor’s degree completion program.*

**General Education Requirements - 40 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1121</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra and Probability</td>
<td>4</td>
</tr>
<tr>
<td>ECON 2201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or SOC 1104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

- Two courses in MnTC Goal 3 from a minimum of two departments (including one lab course)
- Two courses in MnTC Goal 6 from a minimum of two departments (PHIL 1170 is recommended)
- One course in MnTC Goal 7
- One course in MnTC Goal 10

**Elective Courses**

If necessary, select other Minnesota Transfer Curriculum courses to total 40 credits of General Education Requirements and 60 credits overall.

**Biology (AS)**

The mission of the Biology Department is to provide a high-quality educational experience in the Biological Sciences. The Associate of Science (AS) in Biology is a rigorous program of study designed for students interested in entry-level positions in the field of biology and for those wishing to transfer to a four-year institution to pursue a bachelor's degree and ultimately work as professionals in areas related to biology.

Students completing the program will be ready to transfer to the Biology Program at Minnesota State University, Mankato as well as to many other colleges and universities.

Completion of this degree is dependent upon a grade of C or higher in each of the following courses.
Specialized Career Program Requirements - 30 credits
BIOL 1105  General Biology: Cells to Organisms 4
BIOL 1106  General Biology: Ecology and Evolution 4
BIOL 2205  Genetics 4
CHEM 1062  Principles of Chemistry 2 5
MATH 1080  Introduction to Statistics 4
MATH 1500  Pre-Calculus 5

Choose one of the following:
BIOL 2041  Human Anatomy 4
BIOL 2203  Botany 4
BIOL 2204  Microbiology 4

General Education Requirements - 30 credits
ENGC 1101  Freshman Composition 4
COMM 1101  Fundamentals of Public Speaking 3
or COMM 1111  Interpersonal Communication 3
CHEM 1061  Principles of Chemistry 1 5
PHYS 1110  College Physics 1 4
MATH 1100  College Algebra and Probability 4

MnTC Electives:
Complete additional elective courses that cover 3 of the Goal areas from 5, 6, 7, 8, 9 or 10 to reach 30 credits.

Business (AS)
Accreditation
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Associate of Science in Business. Normandale’s Business programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

This degree is designed for possible employment at the associate degree level and for transfer to a bachelor of science program, such as business, marketing, management, accounting, education or agriculture at some Minnesota state colleges and universities, private colleges and the University of Minnesota.

*Complete the specialized Career Program Requirements to earn a General Business Certificate.

Specialized Career Program Requirements - 20 credits
ACCT 2251  Financial Accounting 4
BUSN 1100  Principles of Marketing 3
or BUSN 1105  Introduction to Business 3
BUSN 1140  Principles of Management 3
or BUSN 2100  Human Relations and Effective Teams 3
BUSN 1201  Info Tech Concepts and Bus Software 1 3
BUSN 2155  Legal Environment of Business 3
BUSN 2220  Statistics for Business and Economics 4
or MATH 1080  Introduction to Statistics 4

Generalized Education Requirements - 40 credits
ENGC 1101  Freshman Composition 4
COMM 1111  Interpersonal Communication 3
or COMM 1101  Fundamentals of Public Speaking 3
or COMM 1121  Small Group Communication 3

ECON 2201  Principles of Microeconomics 3
ECON 2202  Principles of Macroeconomics 3
PSYC 1110  Introduction to Psychology 4
or SOC 1104  Introduction to Sociology 3

• Two courses in MnTC Goal 3 from a minimum of two departments (including one lab course)
• Two courses in MnTC Goal 6 from a minimum of two departments (PHIL 1170 is recommended)
• One course in MnTC Goal 4 (MATH 1100 recommended)
• One course in MnTC Goal 7
• One course in MnTC Goal 10

Elective Courses:
If necessary, select other Minnesota Transfer Curriculum courses to total 40 credits of General Education Requirements.

Community Health Education (AS)
This program provides students an opportunity to complete an Associate of Science in Community Health Education.

The focus of the program prepares students with the foundational knowledge in health education to transfer to a baccalaureate degree that educates students to serve as program facilitators, health advocates and referral professionals linking health care and related social services with the under-served communities to reduce health disparities, prevent disease and encourage health behavior change through an integrative health approach.

Community health professionals use content, educational skills and knowledge to research and assess the needs of a community plus develop, implement, coordinate and evaluate health education programs.

Health educators may be employed in community organizations, outreach, industry, family planning and community clinics, advocacy groups and work-site promotion.

The baccalaureate degree program provides a foundation for students, not only through classroom content but by requiring an internship and many service learning opportunities which will allow students exposure to a variety of graduate degree options.

General Education Requirements - 40 credits
ENGC 1101  Freshman Composition 4
BIOL 1102  Human Biology 4
BIOL 1103  Introduction to Emerging Diseases 4
MATH 1080  Introduction to Statistics 4
PHIL 1180  Biomedical Ethics 3
PSYC 1110  Introduction to Psychology 4
or SOC 1104  Introduction to Sociology 3
SOC 2125  Social Deviance 3

MnTC Electives - One course from each of the following goals:
1,6,7,10 (15-16 credits) to reach 40 credits in General Education coursework.
Computer Science (AS)

The Associate of Science Degree in Computer Science is designed to give the student sufficient knowledge to enter the job market as a programmer. In addition, it will provide the student with a sound foundation in courses which are commonly the core of baccalaureate programs in computer science and will enable the student to transfer to a four-year institution. If the student plans to transfer, the transfer guide to a specific institution should be consulted. Completion of this degree is dependent upon a grade of "C" or higher in each of the Professional/Technical Courses and General Education Requirements listed below.

Professional/Technical Courses - 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 1111</td>
<td>Introduction to Programming in C</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2001</td>
<td>Computer Programming Concepts</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2002</td>
<td>Algorithms and Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2011</td>
<td>Discrete Structures of Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2021</td>
<td>Machine Architecture and Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 2033</td>
<td>Elementary Computational Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 1202</td>
<td>Intro to Object-Oriented Program in C++</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 1203</td>
<td>Intro to Computer Program in Java</td>
<td>4</td>
</tr>
</tbody>
</table>

General Education Requirements - 27 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1510</td>
<td>Calculus 1</td>
<td>5</td>
</tr>
<tr>
<td>MATH 1520</td>
<td>Calculus 2</td>
<td>5</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1121</td>
<td>Physics with Calculus 1</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 1122</td>
<td>Physics with Calculus 2</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 1061</td>
<td>Principles of Chemistry 1</td>
<td>5</td>
</tr>
</tbody>
</table>

MnTC Electives - 13 credits

The remaining 13 credits must be taken from within the Minnesota Transfer Curriculum. Students must select course requirements from 3 of the following goals: 5, 6, 7, 8, 9 and 10. Check your transfer institution for specific requirements.

The 2000-level CSCI courses are required for the College of Science and Engineering 4-year Computer Science degrees at the University of Minnesota.

Criminal Justice (AS)

In criminal justice programs, students take courses from several areas, including sociology, health, psychology, political science and information technology.

Students study the roles and activities of people with regard to maintaining law and order, providing services, and protecting life and property. They also learn about administration, planning, and research.

Specialized Career Program Requirements - 24-28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 1201</td>
<td>Info Tech Concepts and Bus Software</td>
<td>3</td>
</tr>
<tr>
<td>or CSCI 1100</td>
<td>Fundamentals of Computers</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1106</td>
<td>Drug Use and Abuse</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 2209</td>
<td>Emergency Medical Responder</td>
<td>3</td>
</tr>
<tr>
<td>POLS 2250</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2112</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 2125</td>
<td>Social Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2130</td>
<td>Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2131</td>
<td>Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2132</td>
<td>Police and Community</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2134</td>
<td>Corrections</td>
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General Education Requirements - 34-35 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1102</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1103</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>or SOC 2108</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2110</td>
<td>American Minority Relations</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2114</td>
<td>Families in Crisis</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete at least 3 credits from MnTC Goal 3 or 4.
Complete at least 3 credits from MnTC Goal 6.

Recommended Electives to reach 60 credits for the AS degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 1129</td>
<td>Fitness for Life I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 2200</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 2096</td>
<td>Internship in Sociology</td>
<td>2-4</td>
</tr>
</tbody>
</table>

Dental Hygiene (AS)

Accreditation

The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association. ADA, 211 E. Chicago Ave., Chicago, Illinois 60611, 312-440-2500. www.ada.org/100.aspx

The mission of the Dental Hygiene Program at Normandale Community College is to prepare dental hygiene students in the provision of comprehensive dental hygiene care while emphasizing ethics, social responsibility, and lifelong learning. Program goals include the intent to: prepare graduates who will be competent to provide quality comprehensive dental hygiene care; manage policies to ensure admission of a qualified and diverse student population; participate in
collaborative community health promotion; engage in professional activities and lifelong learning; maintain a program that reflects relevant and current dental hygiene practice; and incorporate emerging technologies to enhance quality dental hygiene services.

Normandale Community College offers the Associate of Science (AS) degree in Dental Hygiene as a two-year program located within the health sciences division. NOTE: Most students complete their required science and liberal arts courses prior to acceptance into the program. The dental hygiene coursework requires four semesters to complete and begins each fall semester. Graduates will be eligible to take the Dental Hygiene National Board Examination and Central Regional Clinical Licensure Examination. Upon successful completion of the National Board Exam and Central Regional Clinical Licensure Exam, students will be qualified to take the Minnesota State Board of Dentistry Jurisprudence Examination for Dental Hygiene licensure in the State of Minnesota. Following graduation and licensure requirements of the State Board of Dentistry, the dental hygienist becomes a primary healthcare professional, oral health educator and clinician who may choose to work in a variety of settings.

**Curriculum Changes**

Through a partnership with Metropolitan State University, we now offer the option of a dual admissions program. This means that there is simultaneous admittance to the Normandale Associate Degree program and Metropolitan State University Bachelor of Science in Dental Hygiene (BSDH) program if an applicant chooses this option. For those who are anxious to obtain a BSDH, this can be accomplished within one to two semesters after completion of the Associate Degree Program. More information about this option is available by meeting with the Health Sciences Enrollment Manager, Betty Blazer.

**Admission Requirements and Application Process**

- Applicants who are new to Normandale must complete the online College application, found at www.normandale.edu/apply. Acceptance to the College does not imply acceptance into the dental hygiene program. A separate Normandale Health Sciences Dental Hygiene Program application must be submitted to be considered for acceptance into the dental hygiene program. The completed application is to be submitted to the Health Sciences Enrollment Manager (located in A2540) by December 31 of each year. The Dental Hygiene application can be found on the Dental Hygiene Apply page.
- An overall college GPA of 2.75 or higher is required.
- If the student earned credits in the fall semester, official transcripts with these fall grades must be submitted to the Health Science Enrollment Manager by January 15 to complete the application.
- All applicants will be notified of their dental hygiene program application status via US mail on or before April 30 of each year.
- Applicants who are not accepted into the dental hygiene program and have met the application requirements will be placed on an alternate list.
- Applicants who were placed on the alternate list and were not accepted into the program will need to meet all requirements and reapply for admission into the program the following year.

**Dental Hygiene Application Requirements:**

The requirements below must be completed before an application can be processed. A grade of C or higher is required in each course.

- MATH 0700 or equivalent or higher
- ENGC 1101 or equivalent
- CHEM 1050 or equivalent
- BIOL 2041 with a lab or equivalent
- BIOL 2042* with a lab or equivalent or show registration in this course for spring semester
- BIOL 2204* with a lab or equivalent

*NOTE: To increase their science ranking points on an application, students are strongly encouraged to complete this course prior to program application, although it may be completed during the first year of the dental hygiene program.

**Additional Program Information**

Visit www.normandale.edu/dental-hygiene

If you have further questions, please contact the Health Science Enrollment Manager, Betty Blazer at betty.blazer@normandale.edu or call 952-358-8417.

**General Information**

In addition to general fees and books, admitted dental hygiene students purchase uniforms, instruments, clinic supplies, software and textbooks. Each student is required to purchase dental professional liability insurance which is included in course fees each fall. Students will be required to pay additional fees to take the National Board Exam, Central Regional Clinical Board Exam and State Jurisprudence examination during the spring semester of the second year of study.

Due to the nature of the dental hygiene profession, students will be participating in a learning environment that has the potential of exposure to blood borne pathogens. Students accepted into the program are provided with written policies and instruction on infection control protocol to reduce the risk of disease transmission. The program complies with all institutional, local, state and federal policies. Policies and procedures on the dental hygiene program’s infection control protocol are available to applicants upon request. All students must complete the following prior to entry in fall semester of the first year of study and must be maintained throughout enrollment in the program.

- Physical examination
- Immunizations
- Optical examination
• Successful Minnesota Department of Human Services background study
• HIPAA training
• Cardiopulmonary Resuscitation (CPR) for the health care provider

Students entering the Dental Hygiene program are expected to meet the Technical Standards for Entry-Level Dental Hygiene Programs. These technical standards are required abilities for effective performance in the MnSCU dental hygiene education program. The standards are compatible with the scope of practice as defined by the Minnesota Board of Dentistry. Refer to the dental hygiene department website for more detailed information at www.normandale.edu under Programs and Degrees.

General Education Requirements - 38 credits
Progression through the program is dependent upon a grade of C or higher for each of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2041</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2042</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 2204</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 1050</td>
<td>Foundations of Organic and Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
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<td>HLTH 1107</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1110</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 1104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 0700</td>
<td>Intermediate Algebra (Requirement can be met through testing)</td>
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</tr>
<tr>
<td>MnTC Electives</td>
<td>Choose two courses (at least 3 credits each) from 2 of the following MnTC Goal areas: 4, 6, 7, 8, 9, 10.*</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Students who are considering a bachelor’s degree completion program are strongly encouraged to complete their Minnesota Transfer Curriculum (MnTC) electives by take MATH 1080 (Goal 4) and one class from Goal 6 and/or 10. These courses will meet bachelor degree completion requirements at Metropolitan State University. For more information, go to www.metrostate.edu/cnhs/.

Specialized Career Program Requirements - 50 credits
Note: Courses are web-supplemented and web-enhanced, requiring computer and internet access.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DENH 1112</td>
<td>Oral and Facial Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>DENH 1140</td>
<td>Pre-Clinic Theory</td>
<td>3</td>
</tr>
<tr>
<td>DENH 1141</td>
<td>Pre-Clinic Skill Development</td>
<td>3</td>
</tr>
<tr>
<td>DENH 1142</td>
<td>Clinic 1 Theory</td>
<td>2</td>
</tr>
<tr>
<td>DENH 1143</td>
<td>Clinic 1</td>
<td>4</td>
</tr>
<tr>
<td>DENH 1150</td>
<td>Dental Radiology</td>
<td>4</td>
</tr>
<tr>
<td>or DENH 1151</td>
<td>Accelerated Dental Radiology</td>
<td>2</td>
</tr>
<tr>
<td>DENH 1160</td>
<td>Dental Materials</td>
<td>2</td>
</tr>
<tr>
<td>or DENH 1161</td>
<td>Accelerated Dental Materials</td>
<td>1</td>
</tr>
<tr>
<td>DENH 1162</td>
<td>Pharmacology for the Dental Hygienist</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2240</td>
<td>Clinic 2 Theory</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2241</td>
<td>Clinic 2</td>
<td>6</td>
</tr>
<tr>
<td>DENH 2242</td>
<td>Clinic 3 Theory</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2243</td>
<td>Clinic 3</td>
<td>6</td>
</tr>
<tr>
<td>DENH 2252</td>
<td>Clinical Radiology 1</td>
<td>1</td>
</tr>
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</table>

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DENH 2254</td>
<td>Clinical Radiology 2</td>
<td>1</td>
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<tr>
<td>DENH 2263</td>
<td>Pain Management</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2264</td>
<td>Periodontics for the Dental Hygienist</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2266</td>
<td>General and Oral Pathology</td>
<td>2</td>
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<tr>
<td>DENH 2281</td>
<td>Preventive Concepts/Comm Dental Health</td>
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Sequence of Courses:
First Year Fall Semester - 13 credits

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
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<tr>
<td>DENH 1112</td>
<td>Oral and Facial Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>DENH 1140</td>
<td>Pre-Clinic Theory</td>
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<td>DENH 1141</td>
<td>Pre-Clinic Skill Development</td>
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First Year Spring Semester - 18 credits

<table>
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<tr>
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<tbody>
<tr>
<td>BIOL 2204</td>
<td>Microbiology</td>
<td>4</td>
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<tr>
<td>DENH 1142</td>
<td>Clinic 1 Theory</td>
<td>2</td>
</tr>
<tr>
<td>DENH 1143</td>
<td>Clinic 1</td>
<td>4</td>
</tr>
<tr>
<td>DENH 1150</td>
<td>Dental Radiology</td>
<td>4</td>
</tr>
<tr>
<td>DENH 1160</td>
<td>Dental Materials</td>
<td>2</td>
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<tr>
<td>DENH 1162</td>
<td>Pharmacology for the Dental Hygienist</td>
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Summer Semester - 8 credits

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<tbody>
<tr>
<td>PSYC 1110</td>
<td>Introduction to Psychology</td>
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<tr>
<td>Electives</td>
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Second Year Fall Semester - 18 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENH 2240</td>
<td>Clinic 2 Theory</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2241</td>
<td>Clinic 2</td>
<td>6</td>
</tr>
<tr>
<td>DENH 2252</td>
<td>Clinical Radiology 1</td>
<td>1</td>
</tr>
<tr>
<td>DENH 2263</td>
<td>Pain Management</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2264</td>
<td>Periodontics for the Dental Hygienist</td>
<td>2</td>
</tr>
<tr>
<td>DENH 2281</td>
<td>Preventive Concepts/Comm Dental Health</td>
<td>2</td>
</tr>
<tr>
<td>HLTH 1107</td>
<td>Principles of Nutrition</td>
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</table>

Second Year Spring Semester - 14 credits

<table>
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</thead>
<tbody>
<tr>
<td>DENH 2242</td>
<td>Clinic 3 Theory</td>
<td>2</td>
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<tr>
<td>DENH 2243</td>
<td>Clinic 3</td>
<td>6</td>
</tr>
<tr>
<td>DENH 2254</td>
<td>Clinical Radiology 2</td>
<td>1</td>
</tr>
<tr>
<td>DENH 2281</td>
<td>Preventive Concepts/Comm Dental Health</td>
<td>2</td>
</tr>
<tr>
<td>SOC 1104</td>
<td>Introduction to Sociology</td>
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</tr>
</tbody>
</table>

Additional Information
For more information on advanced degrees, visit www.normandale.edu/dental-hygiene and click “Dental Hygiene Degrees”, then click “Advanced Degrees”.
Elementary Education Foundations (AS)

The Associate of Science degree in Elementary Education Foundations prepares students for a major in elementary education at a four-year college or university. It also is excellent preparation for students who wish to work as paraprofessionals or educational assistants in an elementary classroom.

This degree incorporates the Minnesota Transfer Curriculum (MnTC) goals. The degree also meets the requirements for entrance into third-year courses in other four-year or private schools offering an elementary education major.

Normandale has a partnership which enables students to obtain a four-year elementary education degree from Minnesota State University, Mankato on the Normandale campus. Completion of the AS in Elementary Education Foundation degree does not guarantee entrance into any particular program.

Students considering a teaching career are encouraged to take EDUC 1101 during their first semester, or as soon as possible in their college career. This course exposes education students to an early field experience, so that students can determine if a career in teaching is right for them.

In order to complete a baccalaureate degree in four years, students must be prepared to take college-level composition and mathematics when they enter Normandale. If developmental coursework is required, the time needed to obtain a degree and licensure is increased.

Individuals who have been arrested, charged or convicted of any criminal offense should investigate the impact that the arrest, charge or conviction may have on their chances of employment in the field they intend to study or on their chances to obtain federal, state and other higher education financial aid.

Degree requirements:

Students wishing to complete the AS in Elementary Education Foundations should:

- Determine the four-year college or university to which they plan to transfer. This degree aligns directly with Minnesota State University, Mankato, and the four-year degree can be completed on the Normandale campus with Mankato.
- If another college or university is chosen, students should seek help from that institution’s transfer department or seek help from the Normandale Education Training Academy (EdTrAc) Office in C 3040.
- Develop a plan for completing the coursework listed below. A total of 60 credits is required to graduate with the Associate of Science in Elementary Education Foundations.
- Complete the Basic Skills exams of the Minnesota Teacher License Exams (MTLE). Information about these exams can be obtained from the EdTrAc office in C 3040 or visit the Minnesota Teacher License Exams website.
- Apply to graduate after completing approximately 45 credits at Normandale.
- Apply for admission to your selected college or university during your final year at Normandale.

Required Courses: 57 - 60 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1101</td>
<td>The Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 1020</td>
<td>Survey of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>COMM 1101*</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 1101</td>
<td>Introduction to Education</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2101</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101*</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 2060</td>
<td>Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGT 1050</td>
<td>Bridging Engineering and Education</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 1121</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1110</td>
<td>Environmental Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 1111</td>
<td>Environmental Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>HIST 1111</td>
<td>United States History 1</td>
<td>4</td>
</tr>
<tr>
<td>HIST 1112</td>
<td>United States History 2</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1106</td>
<td>Drug Use and Abuse</td>
<td>3</td>
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<td>MATH 1050</td>
<td>Mathematical Foundations 1</td>
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<td>MATH 1060</td>
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<td>MATH 1070</td>
<td>Mathematical Foundations 3</td>
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<td>PHIL 1103</td>
<td>Ethics</td>
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<td>PHYS 1114</td>
<td>Introductory Astronomy (Preferred)</td>
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<td>Descriptive Astronomy</td>
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<td>THTR 1151</td>
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<tr>
<td>MnTC Course</td>
<td>One general course that meets MnTC require-</td>
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<tr>
<td></td>
<td>ments for 3 credits.</td>
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</tr>
</tbody>
</table>

Other Suggested Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 1120</td>
<td>Spanish for Educators 1</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 1220</td>
<td>Spanish for Educators 2</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2096</td>
<td>Internship in Education</td>
<td>2-4</td>
</tr>
</tbody>
</table>

*Admission to Minnesota State University, Mankato program requires a cumulative grade point average of 3.0 or higher in all courses as well as a grade of B or higher in courses with an asterisk (*).

Engineering Broad Field (AS)

The Associate of Science in Engineering Broad Field (AS-EBF) is a rigorous curriculum designed to prepare students for transfer to a four-year program in a variety of engineering majors.

AS Degree Completion

To complete the AS in Engineering Broad Field at Normandale, students must:

1. Select the university to which you plan to transfer and select an engineering specialty offered at that university (such as Civil, Chemical, Mechanical, etc.).
2. Develop a coursework plan that includes all the requirements listed below.
3. Apply to graduate during their final semester at Normandale.
MnTC Requirements: 45-46 credits

MATH 1510 Calculus 1 5
MATH 1520 Calculus 2 5
MATH 2510 Calculus 3: Multivariable Calculus 5
MATH 2520 Calculus 4: Differential Equations/Algebra 5
PHYS 1121 Physics with Calculus 1 5
PHYS 1122 Physics with Calculus 2 5
CHEM 1061 Principles of Chemistry 1 5
ENGC 1101 Freshman Composition 4

Other

Two courses that satisfy Goals 5 and 6. One of these courses must also satisfy at least one of the following: Goals 7, 8, 9, or 10. (6-7 credits).

*Select MnTC courses that also fulfill general education course requirements at the desired transfer institution.

Engineering Specialty Requirements - 12 credits

A minimum of 4 courses and 12 credits from one of the areas listed under Engineering Specialty Requirements.

Electives - 3 credits

Elective courses to reach a minimum of 60 credits selected from courses that fulfill requirements at the desired transfer institution.

Note that some transfer programs have specific course requirements. Electives can be additional required engineering courses (recommended) or additional general education courses. Consult with an advisor or counselor for guidance on course selection.

University Admissions and Graduation Requirements

This degree has an articulation agreement with Minnesota State University, Mankato; St. Cloud State University; Winona State University; University of Minnesota; University of Minnesota, Duluth and any System college approved to offer the Associate of Science in Engineering Broad Field degree program. These schools have agreed that:

- All MnTC courses listed above and required (R) Engineering Specialty courses below will transfer and count toward university baccalaureate degree program requirements.
- Completion of the Associate of Science in Engineering Broad Field degree does not guarantee admission to a baccalaureate degree program.
  a. Students must meet university admission requirements and degree program admission requirements.
  b. Baccalaureate engineering degree programs may have limited enrollment capacity with seats available on a competitive basis.
- Students accepted into a university must fulfill the baccalaureate program graduation requirements.

Engineering Specialty Requirements

Select a minimum of 4 courses and 12 credits from a single engineering specialty (e.g. civil, computer, electrical, general, mechanical, etc.) on the table below.

<table>
<thead>
<tr>
<th>CIV</th>
<th>COM</th>
<th>ELEC</th>
<th>GEN</th>
<th>MECH</th>
<th>MANU</th>
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<td>R</td>
<td>R</td>
<td>A</td>
<td>R</td>
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<td>Computer Programming*</td>
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Key:

A  See advisor/counselor to confirm course transfer to a university program
R  Required university program course
UA  See advisor/counselor to confirm course transfer to a University of Minnesota program
UR  Required University of Minnesota program course
CIV  Civil Engineering
COM  Computer Engineering
ELEC  Electrical Engineering
GEN  General Engineering
MECH  Mechanical Engineering
MANU  Manufacturing Engineering
COMP  Composite Engineering

*CSCI 1113 is recommended for all specialties except Computer Engineering. Consult an advisor or counselor for Computer Science courses required for baccalaureate Computer Engineering programs.
Transfer to the University of Minnesota, Twin Cities
The University of Minnesota offers Engineering Specialties that are not listed above. In some cases, there is enough overlap with an AS - EBF specialty that students can still earn the degree. The table below lists the additional specialties, the specialty technical requirements, and the AS - EBF specialty that the courses satisfy.¹

<table>
<thead>
<tr>
<th>U of MN Specialty</th>
<th>Technical Requirements</th>
<th>AS - EBF Specialty</th>
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<tbody>
<tr>
<td>Aerospace</td>
<td>ENGR 2001, 2301, 2235, 2236, 2331; PHYS 2250; Programming</td>
<td>Mechanical</td>
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<td>BIOL 1105; CHEM 1062, 2061; MATH 2400; Programming</td>
<td>Composite</td>
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<tr>
<td>Bioproducts/Biosystems</td>
<td>BIOL 1105; CHEM 1062; ENGR 2235, 2236; Bioproducts: CHEM 2061, 2062</td>
<td>Composite</td>
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<td></td>
<td>Bioprocessing/Food: CHEM 2061, 2062; ENGR 2001, 2301; MATH 2400</td>
<td>Composite or Mechanical</td>
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<td>Environmental/Ecological</td>
<td>ENGR 2001, 2301; MATH 2400</td>
<td>Any</td>
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<tr>
<td>Chemical</td>
<td>CHEM 1062, 2041, 2061, 2062²</td>
<td>None</td>
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<tr>
<td>Geo-engineering</td>
<td>ENGR 2235, 2236, 2331; CHEM 1062 OR PHYS 2250; Programming</td>
<td>Any except Computer</td>
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<tr>
<td>Industrial/Systems</td>
<td>BUSN 1100; ECON 2201; MATH 2400;¹</td>
<td>None</td>
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<td>Material Science</td>
<td>CHEM 1062, 2061; ENGR 2235, 2331; PHYS 2250</td>
<td>Composite</td>
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Exercise Science (AS)
This program will provide the associate level students the opportunity to complete an Associate of Science in Exercise Science. The focus of this program prepares students to transfer to a bachelors degree program in a related exercise science field at Minnesota State University, Mankato. The Normandale program focuses on a comprehensive curriculum designed for individuals wanting to pursue professions in the fitness and wellness industry. The students will gain in-depth knowledge of anatomy and physiology and their application to human movement.

**Required Courses - 60 credits**
- ENGC 1101 Freshman Composition 4
- COMM 1111 Interpersonal Communication 3
- CHEM 1050 Foundations of Organic and Biochemistry 3
- BIOL 2042 Human Physiology 4
- MATH 1100 College Algebra and Probability 4
- PSYC 1110 Introduction to Psychology 4
- SOC 1101 Cultural Diversity 3
- PSYC 2210 Developmental Psychology: Life Span 4
- HLTH 1107 Principles of Nutrition 3
- EXSC 2305 Exercise Physiology 3
- EXSC 2315 Exercise Prescription 3
- HLTH 1103 College First Aid and Adult CPR 2
- EXSC 1129 Fitness for Life I 2
- EXSC 2300 Introduction to Exercise Science 3
- EXSC 2325 Psycho-Social Aspects of Sport and Exercise 3
- BIOL 2041 Human Anatomy 4
- CSCI 1100 Fundamentals of Computers 4
- EXSC 2310 Foundations of Personal Training 3
- or EXSC 2320 Foundations of Group Exercise Instruction 3
- EXSC **** Choose one (1) credit activity-based EXSC course 1

**Recommended Academic Completion Plan**

**Year 1 (Fall Semester) - 15 credits**
- EXSC 2300 Introduction to Exercise Science 3
- ENGC 1101 Freshman Composition 4
- CHEM 1050 Foundations of Organic and Biochemistry 3
- PSYC 1110 Introduction to Psychology 4
- EXSC **** Choose one (1) credit activity-based EXSC course 1

**Year 1 (Spring Semester) - 15 credits**
- EXSC 2305 Exercise Physiology 3
- BIOL 2041 Human Anatomy 4
- MATH 1100 College Algebra and Probability 4
- HLTH 1103 College First Aid and Adult CPR 2
- EXSC 1129 Fitness for Life I 2

**Year 2 (Fall Semester) - 15 credits**
- EXSC 2310 Foundations of Personal Training 3
- or EXSC 2320 Foundations of Group Exercise Instruction 3
- PSYC 2210 Developmental Psychology: Life Span 4
- BIOL 2042 Human Physiology 4
- CSCI 1100 Fundamentals of Computers 4

**Year 2 (Spring Semester) - 15 credits**
- EXSC 2315 Exercise Prescription 3
- HLTH 1107 Principles of Nutrition 3
- COMM 1111 Interpersonal Communication 3
- EXSC 2325 Psycho-Social Aspects of Sport and Exercise 3
- SOC 1101 Cultural Diversity 3

Food Science (AS)
The Associate of Science in Food Service is designed to prepare students for transfer as juniors to a four-year program in food science. The focus of this program prepares students to transfer to a related food science field at Minnesota State University, Mankato. The Normandale program focuses on a comprehensive curriculum designed for individuals wanting to pursue professions in the fitness and wellness industry. The students will gain in-depth knowledge of anatomy and physiology and their application to human movement.

**Required Courses - 60 credits**
- CHEM 1062, 2041, 2061, 2062² | None
- ENGR 2235, 2236, 2331 | None
- CHEM 1050 Foundations of Organic and Biochemistry 3
- BIOL 2042 Human Physiology 4
- MATH 1100 College Algebra and Probability 4
- PSYC 1110 Introduction to Psychology 4
- SOC 1101 Cultural Diversity 3
- PSYC 2210 Developmental Psychology: Life Span 4
- HLTH 1107 Principles of Nutrition 3
- EXSC 2305 Exercise Physiology 3
- EXSC 2315 Exercise Prescription 3
- HLTH 1103 College First Aid and Adult CPR 2
- EXSC 1129 Fitness for Life I 2
- EXSC 2300 Introduction to Exercise Science 3
- EXSC 2325 Psycho-Social Aspects of Sport and Exercise 3
- BIOL 2041 Human Anatomy 4
- CSCI 1100 Fundamentals of Computers 4
- EXSC 2310 Foundations of Personal Training 3
- or EXSC 2320 Foundations of Group Exercise Instruction 3
- EXSC **** Choose one (1) credit activity-based EXSC course 1

**Recommended Academic Completion Plan**

**Year 1 (Fall Semester) - 15 credits**
- EXSC 2300 Introduction to Exercise Science 3
- ENGC 1101 Freshman Composition 4
- CHEM 1050 Foundations of Organic and Biochemistry 3
- PSYC 1110 Introduction to Psychology 4
- EXSC **** Choose one (1) credit activity-based EXSC course 1

**Year 1 (Spring Semester) - 15 credits**
- EXSC 2305 Exercise Physiology 3
- BIOL 2041 Human Anatomy 4
- MATH 1100 College Algebra and Probability 4
- HLTH 1103 College First Aid and Adult CPR 2
- EXSC 1129 Fitness for Life I 2

**Year 2 (Fall Semester) - 15 credits**
- EXSC 2310 Foundations of Personal Training 3
- or EXSC 2320 Foundations of Group Exercise Instruction 3
- PSYC 2210 Developmental Psychology: Life Span 4
- BIOL 2042 Human Physiology 4
- CSCI 1100 Fundamentals of Computers 4

**Year 2 (Spring Semester) - 15 credits**
- EXSC 2315 Exercise Prescription 3
- HLTH 1107 Principles of Nutrition 3
- COMM 1111 Interpersonal Communication 3
- EXSC 2325 Psycho-Social Aspects of Sport and Exercise 3
- SOC 1101 Cultural Diversity 3

Food scientists and technologists use chemistry, microbiology, engineering, and other sciences to study the principles underlying the processing and deterioration of food;
analyze food content; discover new food sources; make processed foods safe, palatable, and healthful; and determine best ways to process, package, preserve, store and distribute food.

Program Major Courses - 30 credits
FSCI 2100 Introduction to Food Science 3
MATH 1080 Introduction to Statistics 4
HLTH 1107 Principles of Nutrition 3
CHEM 1061 Principles of Chemistry 1 5
CHEM 1062 Principles of Chemistry 2 5
CHEM 2061 Organic Chemistry 1 5
CHEM 2062 Organic Chemistry 2 5

General Education Requirements - 30 credits
ENGC 1101 Freshman Composition 4
COMM 1101 Fundamentals of Public Speaking 3
MATH 1400 Survey of Calculus 4
BIOL 1105 General Biology: Cells to Organisms 4
PHYS 1121 Physics with Calculus 1 5
Electives Complete additional elective courses that cover 3 of the goal areas from 5, 6, 7, 8, 9 or 10 to reach 30 credits

Health Science Broad Field (AS)
The Associate of Science degree in Health Science allows students to earn credits in MnTC goals, science and elective requirements to be eligible to transfer to a university’s health science degree program and fulfill all general education requirements which creates an ease in transferring credits.

Program Requirements - 60 credits
COMM 1111 Interpersonal Communication 3
ENGC 1101 Freshman Composition 4
BIOL 1105 General Biology: Cells to Organisms 4
BIOL 2041 Human Anatomy 4
BIOL 2042 Human Physiology 4
BIOL 2204 Microbiology 4
CHEM 1050 Foundations of Organic and Biochemistry 3
HLTH 1107 Principles of Nutrition 3
MATH 1080 Introduction to Statistics 4
MATH 1100 College Algebra and Probability 4
PSYC 1110 Introduction to Psychology 4
PSYC 2210 Developmental Psychology: Life Span 4
SOC 1104 Introduction to Sociology 3
PHIL 1103 Ethics 3
Complete 3 credits from MnTC Goal 6, 8 or 10
Complete 3-4 credits in Chemistry
Complete an additional 2-3 credits of elective coursework

Individualized Studies (AS)
This degree program is designed for working adults and/or students who have well-defined career goals. The program is intended to provide students with the opportunity to develop specific competencies and earn an associate of science degree in career fields that are not available through existing degree programs at Normandale Community College. This program is not intended to provide certification in any field.

The program requires submission of a written degree plan initiated by the student with assistance from the dean of the appropriate division, or an academic counselor/faculty member. A plan template is used to guide the degree planning process and is submitted to the relevant Dean’s Office.

Approval of an industry representative must also be demonstrated when the degree plan applies to a specific career field. The plan must also demonstrate transferability to at least one four-year accredited institution, even when it may not be the intention of the student to transfer immediately after completing this degree.

Career-area credits may be earned in traditional courses, independent study projects, or internships. Credits may be transferred from other institutions in accordance with Minnesota State Colleges and Universities’ residency requirement for earning the Associate of Science degree.

General Education Requirements - 30 credits
ENGC 1101 Freshman Composition 4
Complete one of the following courses:
COMM 1100 Introduction to Human Communication 3
COMM 1101 Fundamentals of Public Speaking 3
COMM 1111 Interpersonal Communication 3
COMM 1121 Small Group Communication 3
Additional Requirements:
• One course in MnTC Goal 3 or 4
• One course in MnTC Goal 5
• One course in MnTC Goal 6
• 6 credits from two different MnTC Goals 7-10
• Additional MnTC courses to reach a minimum of 30 MnTC credits

Specialized Career Program Requirements - 30 credits
Select coursework from at least two discipline areas:
Coursework from selected discipline area 1 (9 cr)
Coursework from selected discipline area 2 (9 cr)
Additional courses to reach a minimum of 30 Specialized Career Program credits.
Coursework will be determined in consultation with Normandale faculty and/or administration.

Law Enforcement (AS)
This program is designed to prepare graduates for police work. Coursework in academic and practical skills is offered at the Law Enforcement Education Center (LEEC). For more information on LEEC, call 763-657-3700.

Required prerequisite courses for admission to the Law Enforcement Education Center (LEEC): Coursework marked with an asterisk (*) must be completed with a minimum grade of C in each course and with a minimum combined GPA of 2.50 in all 9 prerequisite courses.
General Education Requirements - 31 credits

ENGC 1101* Freshman Composition 4
ENGC 1102* Technical Writing 3
or Second Freshman Composition Course 3
PSYC 1100* Psychology in Modern Life 3
or PSYC 1110 Introduction to Psychology 4
or SOC 2108 Social Psychology 3
SOC 1104* Introduction to Sociology 3
SOC 2110* American Minority Relations 3
SOC 2114* Families in Crisis 3
COMM 1111 Interpersonal Communication 3
EXSC 1129 Fitness for Life I 2
Complete at least 3 credits from MnTC Goal 3 or 4 3
Complete at least 3 credits from MnTC Goal 6 or PHIL 1103 3

Program Major Courses - 15 credits

SOC 2130* Introduction to Criminal Justice 3
SOC 2131* Juvenile Justice 3
SOC 2132* Police and Community 3
HLTH 2209 Emergency Medical Responder 3
Complete at least one of the following courses - 3 credits:
POLS 2250 Constitutional Law 3
SOC 1106 Social Problems in a Changing World 3
SOC 2096 Internship in Sociology 2-4
SPAN 1100 Beginning Spanish 1 5

Professional Licensing Core Courses - 22 credits
Taken over 2 semesters at LEEC.

Semester 1
LAWE 2225 Criminal Investigation 3
LAWE 2230 Legal Issues - Law Enforcement 3
LAWE 2231 Criminal and Traffic Codes 3
LAWE 2240 Patrol Operations 3
Semester 2
LAWE 2250 Law Enforcement Operations 3
LAWE 2260 In Progress 1
LAWE 2270 Traffic and Investigations 2
LAWE 2280 Defensive Tactics 2
LAWE 2290 Firearms 2
LAWE 2300 Defensive Driving for LAWE Students 0

Additional Requirements to take the POST examination
Completion of First Responder, Emergency Medical Response or EMT course is required prior to taking the licensing exam. HLTH 2209 fulfills this requirement.
Students with current certification may petition completion of the requirement and substitute another 3 credit course for HLTH 2209. NOTE: A successful petition will not affect the 68 credit requirement for the Associate of Science degree.

Mathematics (AS)

This course of study will provide the student with a sound foundation in courses which are commonly the core of baccalaureate programs in applied mathematics, and will enable the student to transfer to the Bachelor in Applied Mathematics degree program at Metropolitan State University.

Completion of this degree is dependent upon a grade of C or higher for each of the following courses.

Core Curriculum - 37 credits

MATH 1080 Introduction to Statistics 4
MATH 1500 Pre-Calculus 5
MATH 1510 Calculus 1 5
MATH 1520 Calculus 2 5
MATH 2510 Calculus 3: Multivariable Calculus 5
MATH 2520 Calculus 4: Differential Equations/Algebra 5
MATH 2400 Probability and Statistics with Calculus 4
CSCI 1101 Introduction to Computing and Problem Solving 4

General Education Requirements - 23 credits

ENGC 1101 Freshman Composition 4
COMM 1100 Introduction to Human Communication 3
or COMM 1101 Fundamentals of Public Speaking 3
or COMM 1111 Interpersonal Communication 3
PHYS 1121 Physics with Calculus 1 5
MnTC Electives The remaining 11 credits must be taken from within the Minnesota Transfer Curriculum. Students must select a non-physics science course to satisfy Goal 3 and additional courses to satisfy three of the following Goals: 5, 6, 7, 8, 9 and 10. Students should check their transfer institution for specific requirements.

Nursing (AS)

Nursing Program Accreditation
Normandale’s nursing program is approved by the Minnesota Board of Nursing and accredited by the Accrediting Commission for Education in Nursing (ACEN), 3343 Peachtree Rd NE, Suite 850, Atlanta, Georgia 30326. Contact at 404-975-5000 or online at www.ACENursing.org.

The Normandale Community College Nursing program is located within the Health Sciences Division. The Normandale Nursing Department educates students to become entry-level professional nurses who are prepared to begin their careers as competent, caring members of today’s health care team. The Normandale Nursing program has adopted the Minnesota Alliance for Nursing Education (MANE) curriculum, which is a collaboratively-developed curriculum designed to remove barriers for students wishing to obtain their baccalaureate degree in nursing (BSN). Normandale offers five semesters of an eight-semester BSN program. Students admitted to Normandale’s nursing program will be dually admitted to Metropolitan State University’s Nursing program.

Normandale students will receive their associate of science degree following successful completion of the fifth semester of the program and may elect to take the National Council Licensure Examination (NCLEX) for Registered Nurse Licensure. Students will have the opportunity to complete the remaining three semesters of the MANE BSN curriculum at Metropolitan State University students on the Normandale campus. Each
A nursing course is offered every semester. This program is committed to quality, integrity, active lifelong learning, student success, alliances, and community service.

Students entering the nursing program are expected to meet the MnSCU Performance Standards for Entry-Level Nursing Programs, which are available on the Non-academics Requirements page on the nursing website. These performance standards are required abilities for effective performance in MnSCU nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in an entry-level nursing program.

Reasonable accommodations for meeting standards may be available for otherwise program-qualified individuals with disabilities. Information is available in the Office for Students with Disabilities at 952-358-8625.

Admission Requirements and Application Process

- Submit the Normandale Community College general application form and the $20 application fee to the Admissions Office (applicants new to Normandale only).
- The nursing curriculum MANE application deadlines are February 1 for fall and June 1 for spring the following year.
- Please see the nursing program website at www.normandale.edu/nursing for application information for detailed application instructions.
- Students wishing to petition an exemption of admission requirements must do so prior to the application deadline.
- New students are encouraged to attend a college information session; current students should call 952-358-8261 to schedule a meeting with an advisor.
- MANE information sessions are offered each semester. Visit our nursing website for session dates and locations.

Applicants must meet the following requirements before the application is processed:

- Complete semester one of the MANE curriculum plan. (ENGC 1101, CHEM 1050 or CHEM 1061, BIOL 2041, and an elective in MnTC Goal 4, 6, 7, 8, 9, or 10.)
- Have a GPA of 2.75 or higher in the semester one coursework shown above.
- Complete the ATI TEAS V pre-entrance exam. Visit Normandale’s nursing website or visit the ATI-TEAS testing page by selecting the ATI-TEAS website link from the Normandale web page.

Submission of Nursing Program Application

When the program admission requirements are met, the nursing application form may be completed and mailed to the Health Sciences Enrollment Manager at:

Betty Blazer
Health Science Enrollment Manager
Normandale Community College
9700 France Avenue S
Bloomington, MN 55431

Applications to Normandale’s nursing program are available on campus in the Activities building and from the Nursing Department website.

Admissions policies are subject to change. Applications will be accepted under the terms in place at the time an application is received by the Health Science Division. It is the responsibility of the student to keep up-to-date on any changes which may affect their qualifications for acceptance.

Application Deadlines

The application to the nursing program is February 1 for fall semester and June 1 for spring semester. The application and all required documents must be postmarked on or before the due date.

Application Notification

Applicants will be notified in writing on or before March 15 for fall semester and July 15 for spring semester. Candidates will be instructed in their acceptance letter of the due date to accept or decline the admission offer. If a response is not received by the due date, the seat will be considered declined.

Students who are not admitted must reapply to the nursing program the following year.

Required Courses - 35 credits (30 credits for LPN)

LPN students will substitute NURS 2720 for NURS 2700.

- NURS 2700 Foundations of Nursing-Health Promotion 9
- or NURS 2720 Transition to the Role of the Professional Nurse (LPN Track only) 4
- NURS 2750 Nutrition and the Role of the Professional Nurse 2
- NURS 2800 Chronic and Palliative Care 7
- NURS 2820 Pharmacology and the Role of the Professional Nurse 3
- NURS 2850 Applied Pathophysiology for Nursing I 2
- NURS 2910 Acute and Complex Care 7
- NURS 2920 Applied Pathophysiology for Nursing II 2
- NURS 2950 Nursing Leadership I 3

General Education Requirements - 40 credits

- ENGC 1101 Freshman Composition 4
- CHEM 1050 Foundations of Organic and Biochemistry 3
- BIOL 2041 Human Anatomy 4
- BIOL 2042 Human Physiology 4
- BIOL 2204 Microbiology 4
- PSYC 1110 Introduction to Psychology 4
- COMM 1111 Interpersonal Communication 3
- PSYC 2210 Developmental Psychology: Life Span 4
- SOC 1104 Introduction to Sociology 3
- or ANTH 1127 Cultural Anthropology - The Global Human Experience 3
- PHIL 1103 Ethics 3
- or PHIL 1180 Biomedical Ethics 3
Elective Credits: Complete 4 credits from MnTC Goal areas: 4, 6, 7, 8, 9, or 10.

Sequence of Courses:
The sequence suggested is for full-time students who wish to complete the program in two years following admission to the nursing program.

Semester 1
ENGC 1101 Freshman Composition 4
CHEM 1050 Foundations of Organic and Biochemistry 3
BIOL 2041 Human Anatomy 4
Elective Credits 2 courses in 2 different areas selected from MnTC Goals: 4, 6, 7, 8, 9 or 10

Semester 2
PSYC 1110 Introduction to Psychology 4
BIOL 2042 Human Physiology 4
BIOL 2204 Microbiology 4
COMM 1111 Interpersonal Communication 3

Semester 3
NURS 2700 Foundations of Nursing-Health Promotion 9
or NURS 2720 Transition to the Role of the Professional Nurse (LPN Track) 4
NURS 2750 Nutrition and the Role of the Professional Nurse 2
PSYC 2210 Developmental Psychology: Life Span 4

Semester 4
NURS 2820 Pharmacology and the Role of the Professional Nurse 3
NURS 2850 Applied Pathophysiology for Nursing I 2
NURS 2800 Chronic and Palliative Care 7
SOC 1104 Introduction to Sociology 3
or ANTH 1127 Cultural Anthropology - The Global Human Experience 3

Semester 5
NURS 2910 Acute and Complex Care 7
NURS 2920 Applied Pathophysiology for Nursing II 2
NURS 2950 Nursing Leadership I 3
PHIL 1103 Ethics 3
or PHIL 1180 Biomedical Ethics 3

Upon completion of Semester 5, students are eligible for the AS in Nursing and NCLEX-RN/licensure.

Semester 6: Upper division coursework begins (15 cr)
Nursing Care of the Family 4
Epidemiology for Nursing 3
General Education – Statistics (Completing both Normandale’s MATH 0990 and MATH 1090 will fulfill this requirement – Statway Statistics 1 and 2) 4
General Education – Writing in your Major 4

Semester 7: Upper division coursework (16 cr)
Population Based Care 7
Nursing Leadership II 4
Nursing Informatics 2
General Education - elective 3

Semester 8: Upper division coursework (14 cr)
Integrative Seminar and Practicum 7
Global Health Perspectives for Nursing 3
General Education - elective 4

Special Education Foundations (AS)
The Associate of Science degree in Special Education Foundations prepares students for a major in special education at a four-year college or university. It is also excellent preparation for students who wish to work as paraprofessionals or educational assistants in a special education classroom.

This degree incorporates the Minnesota Transfer Curriculum (MnTC) goals. The degree also meets the requirements for entrance into third-year courses in many four-year or private schools offering a special education major.

Normandale has a partnership which enables students to obtain a four-year special education degree from Minnesota State University, Mankato on the Normandale campus. Completion of the AS in Special Education Foundation degree does not guarantee entrance into any particular program.

Students considering a teaching career are encouraged to take EDUC 1101 during their first semester, or as soon as possible in their college career. This course exposes education students to an early field experience so that students can determine if a career in teaching is right for them.

In order to complete a baccalaureate degree in four years, students must be prepared to take college-level composition and mathematics when they enter Normandale. If developmental coursework is required, the time needed to obtain a degree and licensure is increased.

Individuals who have been arrested, charged or convicted of any criminal offense should investigate the impact that the arrest, charge or conviction may have on their chances of employment in the field they intend to study or on their chances to obtain federal, state and other higher education financial aid.

Degree Requirements:
Students wishing to complete the Associate of Science in Special Education Foundations should:

- Determine the four-year college or university to which they plan to transfer. Consult the catalog or transfer guide for that institution to become familiar with their requirements for a special education major. Additional help is available in the Normandale Education Training Academy (EdTrAc) office in C 3040 or the Advising and Counseling department.
- This degree fulfills the requirements for a Special Education major as an Academic Behavior Strategist at Minnesota State University, Mankato offered here on the Normandale campus.
- Develop a plan for coursework that includes the coursework listed below (a total of 60 credits is required to graduate with the AS in Special Education Foundations).
- Complete the Basic Skills exams of the Minnesota Teacher Licensure Exams (MTLE). Information about these exams can be obtained from the EdTrAc office in C 3040 or at www.mtle.nesinc.com.
- Apply to graduate after completing approximately 45 credits at Normandale.
- Apply for admission to their selected college or university during their final year at Normandale.

**Required Courses - 46-49 credits**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>The Visual Arts</td>
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<td>CHEM 1020</td>
<td>Survey of Chemistry</td>
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<td>COMM 1101*</td>
<td>Fundamentals of Public Speaking</td>
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<td>EDUC 1101</td>
<td>Introduction to Education</td>
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<td>ENGL 2060</td>
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<td>College First Aid and Adult CPR</td>
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</tr>
<tr>
<td>MnTC Course</td>
<td>One course that meets the MnTC requirements</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Special Education Courses - 13 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2101</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2331</td>
<td>Professional Practice and Design of Individual Education Programs</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 2408</td>
<td>Individuals with Diverse and Exceptional Needs</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 2409</td>
<td>Learning and Human Development for Diverse Learners</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other Suggested Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1120</td>
<td>Spanish for Educators 1</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 1220</td>
<td>Spanish for Educators 2</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 2096</td>
<td>Internship in Education</td>
<td>2-4</td>
</tr>
</tbody>
</table>

*Admission to the Minnesota State University, Mankato program requires a cumulative grade point average of 2.75 or higher in all classes. A minimum grade of B is required for classes marked with an asterisk (*).*

---

**Associate of Applied Science Degrees**

Students seeking an Associate of Applied Science (AAS) degree from Normandale Community College must successfully complete the degree requirements determined by the specific program, which include a minimum of 15 credits from at least three MnTC Goal areas.

**Other Graduation Requirements:**

- Complete the specific degree requirements.
- Earn a cumulative grade point average (GPA) of 2.00 or higher for college-level coursework completed at Normandale. Note that some programs, such as those in health sciences, require a higher GPA in both Normandale and transfer coursework.
- Earn a minimum of 20 college level credits at Normandale.

**Business-Marketing and Management (AAS)**

**Accreditation**

*The Higher Learning Commission has extended Normandale’s accreditation to include the online delivery of the Associate of Applied Science in Business: Marketing and Management. Normandale’s Business Programs are nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).*

The Business Department at Normandale Community College offers a complete selection of lower division courses for employment in business at the associate degree level.

**Specialized Career Program Requirements - 18 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2251</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>or ACCT 2252</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BUSN 1100</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 1140</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 1201</td>
<td>Information Technology Concepts and Business Software 1</td>
<td>3</td>
</tr>
<tr>
<td>BUSN 2096</td>
<td>Internship in Business</td>
<td>2-4</td>
</tr>
<tr>
<td>BUSN 2155</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses - 22 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSN XXXX</td>
<td>Any BUSN courses (including a second internship). Students should consider the Management Enrichment Certificates for a specialization.</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements - 20 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1101</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1121</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGC 1103</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 2202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MnTC Electives</td>
<td>Complete additional MnTC coursework</td>
<td>7</td>
</tr>
</tbody>
</table>
**Computer Technology (AAS)**

Graduates in computer technology will be trained in a broad range of skills useful in computer-based industry applications including programming languages, structure of databases, logical organization of computer systems as well as use of standard desktop applications. The degree program can, if the student chooses, include the study for important industry certifications.

**Note:** Courses marked with an asterisk (*) must be completed within the last seven years prior to completing the Associate of Applied Science degree in Computer Technology (with or without Industry Certification).

**General Education Requirements - 21-22 credits**

*With a minimum total of 15 MnTC goal credits from three MnTC Goals*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1121</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGC 1102</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 1100</td>
<td>College Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1080</td>
<td>Statistics</td>
<td>4</td>
</tr>
<tr>
<td>or BUSN 2220</td>
<td>Stats-Business and Economics</td>
<td>4</td>
</tr>
</tbody>
</table>

MnTC Courses Complete 3-4 MnTC goal credits to satisfy minimum of 15 credits from three goals of MnTC.

**Specialized Career Program Requirements - 26 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 2251</td>
<td>Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>CIM 1201</td>
<td>Information Technology Concepts and Business Software 1</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1220</td>
<td>Business Problem Solving Excel</td>
<td>3</td>
</tr>
<tr>
<td>COMT 1107</td>
<td>Introduction to Computer Technology</td>
<td>4</td>
</tr>
<tr>
<td>COMT 1173*</td>
<td>PC Architecture Operation and Interface</td>
<td>3</td>
</tr>
<tr>
<td>COMT 1181*</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMT 1184*</td>
<td>Telecommunications</td>
<td>3</td>
</tr>
<tr>
<td>COMT 2188*</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete additional courses for a total of 6 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMT 1205*</td>
<td>Introduction to Visual Basic</td>
<td>3</td>
</tr>
<tr>
<td>COMT 2096</td>
<td>Internship in Computer Technology</td>
<td>2-4</td>
</tr>
<tr>
<td>CSCI 1111</td>
<td>Introduction to Programming in C</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 1202*</td>
<td>Introduction to Object-Oriented Programming in C++</td>
<td>3</td>
</tr>
<tr>
<td>CSCI 1203*</td>
<td>Introduction to Computer Programming in Java</td>
<td>4</td>
</tr>
<tr>
<td>ENGT 1511</td>
<td>Introduction to Engineering Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENGT 1514</td>
<td>Computer Integrated Manufacturing (PLTW™)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one area to reach 60 credits - 6-7 credits

- Business Management (any BUSN course)
- Computers/Information Management (Any CIM course NOT listed above)
- Engineering (Any ENGR course)
  - or ENGT 1153 AC/DC Circuits AND ENGT 1513 Digital Electronics Technology
  - or ENGT 1153 AC/DC Circuits AND ENGT 2188 Industrial Robotics
- Any CSCI course (except CSCI 1100 or CSCI 1101)
- Liberal Arts Elective(s)

**NOTE:** More than one programming language may be required in order to reach the 32 credits needed for the Specialized Career Program Requirements.

**Computers/Information Management (AAS)**

**Accreditation**

Normandale’s Computers/Information Management Program is nationally accredited by the Accreditation Council of Business Schools and Programs (ACBSP).

The goal of this program is to provide students with knowledge of the technologies and the skills that facilitate the delivery and management of information. The courses can provide the basic computer skills helpful for study in any field, for the upgrading of computer skills used within the context of employment in any field and for personal use. Most four-year programs require competence in using the computer before admission is granted. Completion of many of the courses in this program will prepare students with the skills necessary to successfully complete industry testing for specialized certificates showing mastery of current business software. These industry credentials show that the student meets globally recognized performance standards. Students earning these credentials are valuable to organizations that want to reinforce their technology investments with accelerated productivity and improved organizational performance. Industry certifications are available from companies such as Microsoft and from globally recognized organizations.

**Specialized Career Program Requirements - 18 credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIM 1000**</td>
<td>Computer Keyboarding</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1201</td>
<td>Information Technology Concepts and Business Software 1</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1220</td>
<td>Business Problem Solving Analyzing - Excel</td>
<td>3</td>
</tr>
<tr>
<td>CIM 1600</td>
<td>Computer Training Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two of the following courses:

- **CIM 1000** is not required if speed is at least 30 wpm with accuracy; skill will be measured in CIM 1600.

**General Education Requirements - 20 credits**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>COMM 1111</td>
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</tr>
<tr>
<td>or COMM 1121</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGC 1103</td>
<td>Business Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECON 2201</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or ECON 2202</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete at least 6 credits selected from MnTC Goals 5 through 10.

Complete additional MnTC courses to reach 20 credits.
Other Program Requirements - 20-22 credits
This program requires completion of a focus in another area. To meet this requirement, complete additional courses numbered above 1000. To best benefit the student, it is recommended the student choose those 20-22 credits to fulfill the requirements for an additional program completion. Complete courses from the departments below to reach at least a total of 60 credits:

- Accounting with Business
- Business: Marketing and Management
  (Except those courses prefixed CIM or BUSN or completed for General Education)
- Computer Technology

Suggested Student Schedule for AAS in Computers/Information Management
The sequence is suggested for Specialized Career Program Requirements only. Some classes are listed more than once to demonstrate scheduling flexibility. Students are encouraged to consult an advisor or counselor to incorporate the General Education Requirements and Other Program Requirements reflected above.

First Year - Fall
CIM 1201 Information Technology Concepts and Business Software 1 3
CIM 1000 Computer Keyboarding 3

First Year - Spring
CIM 1220 Business Problem Solving Analyzing - Excel 3

And one or more selected from:
CIM 1230 Business Information Management - Access 3
CIM 1250 Intro to Project Management Software 3
CIM 1000 Computer Keyboarding 3

Second Year - Fall (Choose one or more):
CIM 1600 Computer Training Practicum 3
CIM 1240 Business Word Processing 3
CIM 1260 Presentation Software 3

Second Year - Spring (Choose one or more):
CIM 1600 Computer Training Practicum 3
CIM 1230 Business Information Management - Access 3
CIM 1250 Intro to Project Management Software 3

The dietetic technician is a trained food and nutrition professional who plays a key role in providing quality, cost-effective nutrition care and food service management. Graduates are prepared to work in partnership with a registered dietitian in a variety of settings such as hospitals, clinics, nursing homes, schools, community health programs, food companies and wellness centers. The curriculum is based on the ACEND 2012 Accreditation Standards. The specialized curriculum consists of ten courses totaling 33 credits, plus completion of a Food Handler’s Certificate course. The fast track program allows students to complete the specialized courses in one year as a full-time student.

After successfully completing the graduation requirements for the AAS degree, the student will receive a Verification Statement and is eligible to write the Registration Examination for Dietetic Technicians given by the Commission on Dietetic Registrations (CDR). Successful completion of this exam earns the examinee the Dietetic Technician Registered (DTR) credential.

Articulation
Students who complete the AAS degree in Dietetic Technology may move seamlessly to Minnesota State University, Mankato or University of Wisconsin-Stout to complete the baccalaureate-level registered dietitian program.

Program Costs
- Tuition: Consult the current class schedule
- Books: $500 to $600 per semester
- Lab Coat, Misc.: Approximately $100.00
- Student memberships: AND $50.00
- Attendance at meetings: $50 - $100

Application Process
- Applicants new to Normandale should complete the Normandale Community College general application form. Indicate “Dietetic Technology” as your preference and include the $20 application fee. For more information, visit www.normandale.edu/diettech.
- Submit the completed Normandale Health Sciences Dietetic Technology application to Betty Blazer, Health Science Enrollment Manager (952-358-8417). Completed applications will be accepted October 1 through June 15 for the next year’s class.

Information Sessions
Health Science Information Sessions are offered every other week. For additional information, contact the Admissions Office at 952-358-8210 or visit www.normandale.edu/visit.

For an overview of this career regarding skills, abilities, knowledge, wages, benefits and job outlook, visit Minnesota’s gateway to career, education, employment and business information at www.iseek.org.

General Education Requirements: 33 - 37 credits
BIOL 1102 Human Biology
Specialized Career Program Requirements - 40 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMT 1107</td>
<td>Introduction to Computer Technology</td>
<td>4</td>
</tr>
<tr>
<td>COMT 1173</td>
<td>PC Architecture and Interface</td>
<td>3</td>
</tr>
<tr>
<td>COMT 1181</td>
<td>Database Management Systems</td>
<td>3</td>
</tr>
<tr>
<td>COMT 1182</td>
<td>Advanced Database with Crystal Reports</td>
<td>3</td>
</tr>
<tr>
<td>COMT 2188</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>COMT 2250</td>
<td>Object Oriented Programming with Java for HCST</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 1101</td>
<td>Introduction to Computing and Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>HLTH 1010</td>
<td>Health Professions Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HLTH 2010</td>
<td>Healthcare in the US</td>
<td>3</td>
</tr>
<tr>
<td>HCST 2096</td>
<td>Professional Practical Experience</td>
<td>2-4</td>
</tr>
<tr>
<td>HCST 2100</td>
<td>Introduction to Health Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>HCST 2200</td>
<td>Privacy and Security in HCST</td>
<td>2</td>
</tr>
</tbody>
</table>

Hospitality Management (AAS)

Hospitality Management Accreditation

Normandale’s Hospitality Management program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Graduates in hospitality management go on to positions such as hotel general manager, housekeeping/maintenance director, hotel sales and marketing director, banquet/catering manager, restaurant/bar manager, casino operations and event manager. A student may go on to obtain a bachelor’s degree in hospitality management or related programs.

The University of Wisconsin-Stout has an articulation agreement with Normandale for the Bachelor of Science degree in Hotel, Restaurant and Tourism Management. In addition, private universities such as Art Institute, and Concordia University St. Paul accept Normandale’s Hospitality Management degree.

Complementing the traditional degree program, the Hospitality Department offers six certificate programs designed for working adults. Students may also elect to complete one or more certificate concentrations and select courses to fulfill this requirement.

Required Hospitality Courses - 32 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSMA 1103</td>
<td>Introduction to Hospitality and Tourism Management</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 1143</td>
<td>Principles of Food Production and Sanitation</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 1162</td>
<td>Hotel/Lodging Management and Operations</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 2144</td>
<td>Food/Beverage Management and Cost Control</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 2172</td>
<td>Hospitality Sales and Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 2173</td>
<td>Convention and Meeting Planning Management</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 2096</td>
<td>Hospitality Management Internship</td>
<td>4</td>
</tr>
<tr>
<td>HSMA 2097</td>
<td>Senior Hospitality Internship</td>
<td>4</td>
</tr>
<tr>
<td>or HSMA 2098</td>
<td>International Internship</td>
<td>4</td>
</tr>
</tbody>
</table>

Healthcare Systems Technology (AAS)

Students will learn to seamlessly integrate knowledge of information technology with healthcare data and processes across a variety of systems.

Common language computer skills and standards needed to use and share private health information securely and effectively will be developed.

General Education Requirements - 20 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 1111</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>or COMM 1121</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGC 1101</td>
<td>Freshman Composition</td>
<td>4</td>
</tr>
<tr>
<td>MATH 1080</td>
<td>Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>Choose one or more of MnTC Goals:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>3, 5-10</td>
<td></td>
</tr>
</tbody>
</table>
Required Specialized Business and Hospitality Management Courses - 8 credits

Complete 8 credits selected from the following:

- ACCT 2251 Financial Accounting 4
- BUSN 2155 Legal Environment of Business 3
- HSMA 2098 International Internship 4
- HSMA 2100 Casino Management and Operations 4
- HSMA 2125 Business Practices in the Global Market 3
- BUSN 1130 Introduction to International Business 3
- BUSN 2100 Human Relations and Effective Teams 3

General Education Requirements - 20 credits

- COMM 1111 Interpersonal Communication 3
- or COMM 1101 Fundamentals of Public Speaking 3
- ENGC 1101 Freshman Composition 4
- ENGC 1103 Business Writing 3
- ECON 2201 Principles of Microeconomics 3

Complete at least 3 credits from MnTC Goal 6

Complete at least 4 credits from MnTC Goals 3, 4, 7, 8 or 10*

* Students who plan to transfer to the University of Wisconsin-Stout must complete a laboratory science to satisfy UW-Stout requirements.

Certificate Options

Students may elect to complete one or more management enrichment certificate concentrations.

Vacuum and Thin Film Technology (AAS)

The Vacuum and Thin Film Technology program prepares a student to work as a technician in industries which rely on vacuum-based processes to create and manufacture products. Employment opportunities span a variety of industries such as semiconductor, microelectromechanical systems (MEMS), glass, optics, light-emitting diodes (LEDs) solar cells, vacuum-based equipment and other industries which use thin film coating processes.

The duties of a technician include building, validating, operating, maintaining and troubleshooting vacuum-based equipment as well as providing advice on the use of this equipment and the processes supported by this technology. Positions may include responsibilities associated with research and design, operations, quality control, technical writing or technical sales.

General Education Requirements - 26-27 credits

- CHEM 1020 Survey of Chemistry 4
- or CHEM 1061 Principles of Chemistry 1 5
- COMM 1100 Introduction to Human Communication 3
- or COMM 1101 Fundamentals of Public Speaking 3
- or COMM 1111 Interpersonal Communication 3
- or COMM 1121 Small Group Communication 3
- ENGC 1101 Freshman Composition 4
- ENGC 1102 Technical Writing 3
- MATH 1100 College Algebra and Probability 4
- or MATH 1400 Survey of Calculus 4
- MATH 1080 Introduction to Statistics 4
- PHYS 1110 College Physics 1 4

Specialized Career Program Requirements - 22 credits

- ENGT 1153 AC/DC Circuits 4
- ENGT 1184 Fluid Mechanics 3
- ENGT 1290 Measurement and Process Control 2
- ENGT 2188 Electronics and Automation 4
- VACT 1292 Introduction to Vacuum Technology 2
- VACT 2293 Vacuum Analysis and Troubleshooting 4
- VACT 2297 Thin Film Deposition 3

Complete additional courses to total 30 Career Program Credits - 8 credits

- COMT 1107 Introduction to Computer Technology 4
- ART 1123 Sculpture 1 3
- ART 1124 Ceramics 1 3
- ART 1125 Glass Fusing 1 3
- ENGT 1180 Manufacturing Processes 2
- ENGT 1511** Introduction to Engineering Technology 3
- ENGT 1512 Principles of Engineering (PLTW™) 3
- ENGT 1513 Digital Electronics Technology 3
- ENGT 1514 Computer Integrated Manufacturing (PLTW™) 3
- VACT 2294 Semiconductor Processing 4

Select from one of the following to reach 60 credits - 3-4 credits

- ACCT 2251 Financial Accounting 4
- ART 1123 Sculpture 1 3
- ART 1124 Ceramics 1 3
- ART 1125 Glass Fusing 1 3
- COMT 1107* Introduction to Computer Technology 4
- CSCI 1101* Introduction to Computing and Problem Solving 4
- ENGT 1511*(**) Introduction to Engineering Technology 3
- ENGT 1512* Principles of Engineering (PLTW™) 3
- ENGT 1513* Digital Electronics Technology 3
- ENGT 1514* Computer Integrated Manufacturing (PLTW™) 3
- PHYS 1111 College Physics 2 4
- THTR 1140 Introduction to Stagecraft 3

*If not previously applied to satisfy Career Program Requirement.

**ENGT 1511 satisfies the University of Minnesota Technology Society Theme Goal.

Certificate Programs

Students seeking a certificate from Normandale Community College must successfully complete the certificate requirements determined by the specific program, which may include MnTC required credits. At least one third of the credits required for a certificate must be completed at Normandale.

Accounting Certificate

The Accounting Certificate is designed for working adults who need to acquire additional technical accounting skills. The Accounting Certificate includes courses in basic financial accounting standards, computerized accounting packages and computerized business software.
Required Courses - 17 credits
ACCT 1051 Accounting Basics 1
ACCT 1052 Computerized Accounting 2
ACCT 1853 Federal Income Tax 4
ACCT 2251 Financial Accounting 4
CIM 1201 Information Technology Concepts and Business Software 1 3
or BUSN 1201 Information Technology Concepts and Business Software 1 3
CIM 1220 Business Problem Solving Analyzing - Excel 3
or BUSN 1220 Business Problem Solving Analyzing - Excel 3

Business Enrichment Certificates
Business Enrichment Certificates may be completed by students working toward an AS or AAS in Business.
These certificate programs are designed for the adult student who wants new skills to obtain a better job, needs new skills for a job upgrade or promotion or wishes to gain management skills in their current career or to change careers.

General Business Certificate - 20 credits
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Certificate in Business.
ACCT 2251 Financial Accounting 4
BUSB 1100 Principles of Marketing 3
or BUSN 1105 Introduction to Business 3
BUSB 1140 Principles of Management 3
or BUSN 2100 Human Relations and Effective Teams 3
BUSB 1201 Information Technology Concepts and Business Software 1 3
BUSB 2155 Legal Environment of Business 3
BUSB 2220 Statistics for Business and Economics 4
or MATH 1080 Introduction to Statistics 4

Human Resource Management Certificate - 18 credits
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Certificate in Human Resource Management.
BUSN 1105 Introduction to Business 3
BUSN 1140 Principles of Management 3
BUSN 1201 Information Technology Concepts and Business Software 1 3
BUSN 2100 Human Relations and Effective Teams 3
BUSN 2155 Legal Environment of Business 3
BUSN 2200 Human Resource Management 3

Information Management Certificate - 12 credits
BUSN 1140 Principles of Management 3
BUSN 1201 Information Technology Concepts and Business Software 1 3
BUSN 1220 Business Problem Solving Analyzing - Excel 3
BUSN 1250 Intro to Project Management Software 3

International Business Certificate - 12 credits
BUSN 1130 Introduction to International Business 3
BUSN 1132 Introduction to International Marketing 3
BUSN 2125 Business Practices in the Global Market 3
COMM 1131 Intercultural Communication 3

Management Certificate - 15 credits
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Certificate in Management.
BUSN 1105 Introduction to Business 3
BUSN 1201 Information Technology Concepts and Business Software 1 3
BUSN 1140 Principles of Management 3
BUSN 2100 Human Relations and Effective Teams 3
BUSN 2155 Legal Environment of Business 3

Marketing Certificate - 15 credits
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Certificate in Management.
BUSN 1100 Principles of Marketing 3
BUSN 1130 Introduction to International Business 3
BUSN 1132 Introduction to International Marketing 3
BUSN 1201 Information Technology Concepts and Business Software 1 3
BUSN 2252 Professional Selling 3

Small Business Certificate - 15 credits
The Higher Learning Commission has extended Normandale’s accreditation to include online delivery of the Certificate in Small Business Management.
BUSN 1120 Introduction to Small Business Management 3
BUSN 1201 Information Technology Concepts and Business Software 1 3
BUSN 2100 Human Relations and Effective Teams 3
BUSN 2120 Entrepreneurship 3
BUSN 2155 Legal Environment of Business 3

Community Health Worker-Navigator Certificate
Normandale’s Community Health Worker/Navigator Certificate program will prepare students for a variety of entry-level healthcare employment opportunities.
Community Health Workers/Navigators (CHWN’s) work to increase cultural competence, improve access to health care for racial and ethnic minorities, improve the quality of care for chronically ill people, promote health communities, and educate clients and others about access to and use of healthcare resources.
Community health worker/navigators play a critical role in bridging the gap between the community, health care, government and social service systems.

Required Courses - 16 credits
CHWN 1000 Advocacy and Outreach 2
Computer Technology Certificate
The certificate in Computer Technology is an alternative path for demonstrating competence in computer technology. It is a “fast-track” for students who cannot spend the time necessary to complete a degree, for career changers who need to quickly acquire specific skills and for those who intend to complete a degree but need an interim step to demonstrate performance.

Required Courses: 6-10 credits
COMT 1173* PC Architecture Operation and Interface 3
COMT 1181* Database Management Systems 3
MATH 1100 College Algebra and Probability 4
or placement above MATH 1100
Complete one of the following courses - 1-3 credits:
COMT 1184* Telecommunications 3
COMT 2186* Microprocessors and Digital Logic 3
COMT 1900 Topics in Computer Technology 1-3
COMT 2900 Topics in Computer Technology 1-3
Complete one of the following courses - 3-4 credits:
COMT 1205* Introduction to Visual Basic 3
CSCI 1111 Introduction to Programming in C 4
Note: Courses marked with an asterisk (*) must be completed within the last seven years prior to completing the Certificate in Computer Technology.

Computers/Information Management Certificate
The Computers/Information Management Certificate is designed for the adult student who wants to extend their skills to position themselves for a job upgrade or promotion. Completion of many of the courses in this program will prepare students with the skills necessary to successfully complete industry testing for specialized certificates showing mastery of current business software. These industry credentials show that the student meets globally recognized performance standards. Students earning these credentials are valuable to organizations that want to reinforce their technology investments with accelerated productivity and improved organizational performance. Industry certifications are available from companies such as Microsoft and from globally recognized organizations such as the Project Management Institute.

Required Courses - 15 credits
CIM 1201 Information Technology Concepts 3
or BUSN 1201 Information Technology Concepts and Business Software 1 3
CIM 1220 Business Problem Solving Analyzing - Excel 3
or BUSN 1220 Business Problem Solving Analyzing - Excel 3
CIM 1230 Business Information Management - Access 3
CIM 1240 Business Word Processing 3
CIM 1250 Introduction to Project Management 3
or BUSN 1250 Intro to Project Management Software 3

Creative Writing Certificate
The Certificate in Creative Writing is designed for the student who desires a concentrated course of study in the area of creative writing. The certificate is designed to provide the student with a body of work through courses that will assist the student in improving his/her technique and skill in creative writing. The student will also work to build his or her resume and portfolio before moving in to the professional arena.

Writing Core Courses - 19 credits total
ENGC 1101 Freshman Composition 4
Writing Courses - 15 credits
ENGC 1101 must be completed before taking the following courses:
ENGW 1111 Introduction to Creative Writing 3
ENGW 2112 Poetry Writing 3
ENGW 2113 Fiction Writing 3
ENGW 2114 Play and Screen Writing 3
ENGW 2115 Memoir/Non-Fiction Writing 3
ENGW 1900 Topics in Creative Writing 3
ENGW 2900 Topics in Creative Writing 1-4
Literature Courses - 10 credits
ENGL 1150 Contemporary Literary Studies 3
ENGL 2151 American Literature 2 4
ENGL 1130 Literature of Diversity 3
or ENGL xxxx Any other Goal 7 ENGL course, including but not limited to:
ENGL 2130 African American Literature
ENGL 2131 Asian American Literature
ENGL 2132 Latino American Literature
ENGL 2133 Native American Literature

Exercise Specialist Certificate
The Exercise Specialist Certificate includes Exercise Science courses that provide comprehensive curriculum designed to prepare students to successfully participate in the American College of Sports Medicine (ACSM) Certified Personal Training Examination and enter the workforce as a personal trainer working with generally healthy populations.

The Exercise Specialist Certificate is recognized as a “career ladder” opportunity for our students to encourage further retention of degree completion while students gain additional credentials to professionally compete for careers within
the fitness industry. Certificate completion includes current national certification of adult CPR and AED, as well as a passing grade of "C" or higher in the following four courses.

**Required Courses - 12 credits**
- EXSC 2300 Introduction to Exercise Science 3
- EXSC 2305 Exercise Physiology 3
- EXSC 2310 Foundations of Personal Training 3
- EXSC 2315 Exercise Prescription 3

**Field Archaeology Certificate**
Archaeology explores the vanished cultures of the past through recovery and scientific analysis of physical evidence left at ancient sites.

Our courses foster a biocultural understanding of societies, from materially simple to complex cultures and from the distant past to historical times.

The Certificate in Field Archaeology demonstrates a solid foundation in Archaeology as well as tools and hands-on skills for participation in field research and cultural resource management.

**Required Courses - 15 credits**
- ANTH 1126 Archaeology: Prehistory and Humanity’s Cultural Origins 3
- ANTH 1127 Cultural Anthropology - The Global Human Experience 3
- ANTH 1146 Field Archeology - Methods of Exploring the Past 3
- ANTH 1150 Native American Voices 3
- ANTH 1194 Independent Study Project: Archaeological Field Work 3

Complete at least one of the following for 4 credits:
- GEOL 1110 Environmental Geology 3
- and GEOL 1111 Environmental Geology Laboratory 1
- GEOL 1101 Physical Geology 4
- GEOG 1101 Physical Geography 4

**Global Studies Certificate**
The purpose of the Global Studies certificate is to offer educational opportunities for a student to become a productive, global citizen and future leader in the community, state, nation, and world. This certificate complements many academic fields and any career that benefits from a global perspective.

**Required Courses - 6 credits**
- BUSN 2125 Business Practices in the Global Market 3
- or HSMA 2125 Business Practices in the Global Market 3
- COMM 1131 Intercultural Communication 3

**Elective Courses - 12 credits**
Choose at least 12 credits from at least two departments:
- POLS 1150 Introduction to World Politics 3
- BUSN 1130 Introduction to International Business 3
- BUSN 1132 Introduction to International Marketing 3
- HIST 1103 History of World Civilizations 3
- HIST 1131 History of the Family: A Cross-Cultural Perspective 3
- ANTH 1101 Cultural Diversity 3
- or SOC 1101 Cultural Diversity 3
- SOC 1121 Women Across Cultures 3
- PHIL 1140 Environmental Ethics 3
- PHIL 1150 Introduction to World Religions 3
- PSYC 2400 Psychology of Religion and Spirituality 3
- GEOG 1121 World Regional Geography 3
- THTR 2111 World Cinema 3
- MUSC 1121 Introduction to World Music 3

Any Topics Study Abroad Course (up to 3 credits; strongly recommended).
Any World Language course for 5 credits.

* Students may also choose elective credits from MnTC Goal 8.

**Hospitality Management Certificates**
These certificates may be completed by students working toward an AAS in Hospitality Management. They are also appropriate for the adult student who wants new skills to obtain a better job, needs new skills for a job upgrade or promotion, or wishes to gain management skills in their current career to change careers. At least one third of the credits required for these certificates must be completed at Normandale.

**Casino Operations and Management Certificate - 20 credits**
- HSMA 1103 Introduction to Hospitality and Tourism Management 4
- HSMA 2096 Hospitality Management Internship 4
- or HSMA 2097 Senior Hospitality Internship 4
- or HSMA 2098 International Internship 4
- HSMA 2100 Casino Management and Operations 4
- HSMA 2144 Food/Beverage Management and Cost Control 4
- HSMA 2172 Hospitality Sales and Marketing Management 4

**Food and Beverage Management Certificate - 20 credits**
- HSMA 1103 Introduction to Hospitality and Tourism Management 4
- HSMA 1143 Principles of Food Production and Sanitation 4
- HSMA 2096 Hospitality Management Internship 4
- or HSMA 2097 Senior Hospitality Internship 4
- or HSMA 2098 International Internship 4
- HSMA 2144 Food/Beverage Management and Cost Control 4
- HSMA 2173 Convention and Meeting Planning Management 4

**Hotel Marketing and Sales Certificate - 20 credits**
- HSMA 1103 Introduction to Hospitality and Tourism Management 4
- HSMA 2096 Hospitality Management Internship 4
- or HSMA 2097 Senior Hospitality Internship 4
- or HSMA 2098 International Internship 4
- HSMA 1143 Principles of Food Production and Sanitation 4
- HSMA 2172 Hospitality Sales and Marketing Management 4
HSMA 2173 Convention and Meeting Planning Management 4

**Hotel Operations Certificate - 20 credits**

HSMA 1103 Introduction to Hospitality and Tourism Management 4
HSMA 1162 Hotel/Lodging Management and Operations 4
HSMA 2096 Hospitality Management Internship 4
or HSMA 2097 Senior Hospitality Internship 4
or HSMA 2098 International Internship 4
HSMA 2144 Food/Beverage Management and Cost Control 4
HSMA 2172 Hospitality Sales and Marketing Management 4

**Tourism Operations and Management Certificate - 19 credits**

HSMA 1103 Introduction to Hospitality and Tourism Management 4
HSMA 2096 Hospitality Management Internship 4
or HSMA 2097 Senior Hospitality Internship 4
or HSMA 2098 International Internship 4
HSMA 2100 Casino Management and Operations 4
HSMA 2144 Food/Beverage Management and Cost Control 4
GEOG 1122 Geography of Europe 3
or GEOG 1102 Human Geography 3

**Law Enforcement Certificate**

The Certificate in Law Enforcement is designed for students who already have completed either an associate or bachelor’s degree at an accredited college or university.

Students in this track may use previous college courses to replace equivalent required liberal arts courses.

These courses need to be evaluated by a counselor and/or petitioned for acceptance.

**Required Prerequisite Courses for admission to the Law Enforcement Education Center (LEEC):**

Coursework below must be completed with a minimum grade of C in each course and with a minimum combined GPA of 2.50 in all nine prerequisite courses.

- ENGC 1101 Freshman Composition 4
- ENGC 1102 Technical Writing 3
  or second composition course 3
- PSYC 1100 Psychology in Modern Life 3
  or PSYC 1110 Introduction to Psychology 4
  or SOC 2108 Social Psychology 3
- SOC 1104 Introduction to Sociology 3
- SOC 2110 American Minority Relations 3
- SOC 2114 Families in Crisis 3
- SOC 2130 Introduction to Criminal Justice 3
- SOC 2131 Juvenile Justice 3
- SOC 2132 Police and Community 3

**Additional Course Required for the Certificate (not required for admission to LEEC)**

EXSC 1129 Fitness for Life I 2

**Professional Licensing Core Courses - 22 credits**

22 credits taken over 2 semesters at LEEC.

**Semester 1**
- LAWE 2225 Criminal Investigation 3
- LAWE 2230 Legal Issues - Law Enforcement 3
- LAWE 2231 Criminal and Traffic Codes 3
- LAWE 2240 Patrol Operations 3

**Semester 2**
- LAWE 2250 Law Enforcement Operations 3
- LAWE 2260 In Progress 1
- LAWE 2270 Traffic and Investigations 2
- LAWE 2280 Defensive Tactics 2
- LAWE 2290 Firearms 2
- LAWE 2300 Defensive Driving for LAWE Students 0

**Additional Requirements to take the POST examination:**

Completion of First Responder, Emergency Medical Response or EMT course is required prior to taking the licensing exam. HLTH 2209 fulfills this requirement.

**Nursing Assistant Certificate**

The Nursing Assistant Certificate course prepares individuals to assist others with personal care needs. This certificate course is approved by the Minnesota Department of Health and prepares students to take the National Nursing Assistant Training and Competency Evaluation Test. Upon successful completion of the test, students are placed on the Nursing Assistant Registry (NA/R).

The Nursing Assistant (NA/R) provides care under the direct supervision of licensed nurses. Employment is primarily in long-term care facilities, home health agencies and hospitals assisting dependent elderly, home care clients, and hospital patients.

The demand for NA/R’s continues to grow due to our aging population. Expanding healthcare opportunities include working with populations ranging in age from infancy to elderly.

The NA/R position is the first step in nursing care mobility. This course is a prerequisite for many nursing programs throughout the state. Students completing the NURS 1057 or 1060 course are eligible to take the MDH competency test for nursing assistants. Successful candidates are placed on the State Nursing Assistant Registry. Registry information is available by calling the Minnesota Department of Health at 651-215-8705 or at the website below.

The following websites provide more information about nursing assistants, information about skills testing and links to the practice test and competency test brochure.

- The “Contacting the Nursing Assistant Registry” page on the Minnesota Department of Health website provides links to Registry forms, training and testing sites.
- The Pearson VUE website offers a test/skills brochure and a practice written test for Minnesota nursing assistants at [http://www.pearsonvue.com](http://www.pearsonvue.com).
Religious Studies Certificate
The Certificate in Religious Studies is designed for students who desire a concentrated course of academic study in the field of religious studies. Students will gain knowledge of the beliefs, practices, history, struggles, and influences of various religious and spiritual traditions from the perspectives of a variety of academic disciplines.

Courses are rigorous and personally enriching. Religious studies address some of the most fundamental and enduring sources of meaning and community, as well as conflict and misunderstanding in human history.

Students will gain knowledge of many types of belief and practice communities. Through completing this certificate, students will demonstrate a sustained exploration and appreciation of people’s strongly diverse religious beliefs and behaviors.

Required Courses - 9 credits
ANTH 1188 Magic, Witchcraft and Religion: The Anthropology of Religion 3
PHIL 1150 Introduction to World Religions 3
PSYC 2400 Psychology of Religion and Spirituality 3

Elective Courses - 6 credits
ANTH 1150 Native American Voices 3
ANTH 1899 Medical Anthropology: Health, Illness and Healing Across Cultures 3
ART 1102 Art History Survey 1: Prehistory to 16th Century Europe 3
ART 1105 Non-Western Art Survey 3
ENGL 1175 Myths and Legends 3
GEOL 1050 Earth History 4
HIST 1101 History of World Civilizations 1 4
HIST 1102 History of World Civilizations 2 4
MUSC 1121 Introduction to World Music 3
PSYC 1108 Psychology of Death and Dying 3

Spanish Certificate
The Spanish certificate at Normandale requires 13 credits of Spanish language study on our campus.

Required Courses - 10 credits
SPAN 2100 Intermediate Spanish 1 5
SPAN 2200 Intermediate Spanish 2 5

Additional Courses - 3 credits
Students must also complete one of the following courses:
SPAN 1111 Culture and Civilization 3
SPAN 2210 Advanced Communication Skills 3

Vacuum Maintenance Technician Certificate
The Vacuum Maintenance Technician Certificate prepares individuals with little or no previous college coursework for a career as a technician supporting vacuum-based equipment.

The coursework included in the certificate provides the student with the necessary academic experience in college algebra, chemistry, general engineering technology and vacuum technology to perform as a vacuum maintenance technician.

Required Courses: 28-29 credits
CHEM 1020 Survey of Chemistry 4
or CHEM 1061 Principles of Chemistry 1 5
ENGC 1101 Freshman Composition 4
MATH 1100 College Algebra and Probability 4
or MATH 1400 Survey of Calculus 4
ENGT 1153 AC/DC Circuits 4
ENGT 1184 Fluid Mechanics 3
VACT 1292 Introduction to Vacuum Technology 2
VACT 2293 Vacuum Analysis and Troubleshooting 4
VACT 2297 Thin Film Deposition 3

Vacuum Technology Certificate
The Vacuum Technology Certificate is recommended for individuals who have either a two-year technical degree (complete with necessary background in college algebra and chemistry) or a four-year technical or non-technical degree and the desire to acquire the necessary knowledge and skills to enter the field of vacuum technology.

Completion of the certificate courses prepares the two-year technical degreed student for a career as a technician in vacuum technology.

Students who possess four-year degrees will be prepared to advise on and support vacuum-based processes used in industries such as semi-conductor, microelectromechanical systems (MEMS), glass and optics, LED and solar cell, and thin film coatings.

Required Courses - 9 credits
VACT 1292 Introduction to Vacuum Technology 2
VACT 2293 Vacuum Analysis and Troubleshooting 4
VACT 2297 Thin Film Deposition 3

Articulation Agreements
Articulation agreements are formal agreements between two or more colleges and/or universities to accept credits in transfer toward a specific academic program. Normandale Community College participates in articulation agreements with a number of public and private colleges and universities in Minnesota and Wisconsin. The agreements Normandale has entered with MnSCU institutions are available at www.mntransfer.org/students/plan/s_agreements.php. Visit an advisor or counselor or the Mahendra Nath Advising Center for information about articulation agreements with non-MnSCU colleges and universities.
How to Read a Course Description

**Concurrent Registration**
Some course prerequisites can be taken during the same term as the course for which it is the prerequisite. For example, a student can complete DIET 1269 prior to enrollment in DIET 1271, or the student can take both DIET 1269 and DIET 1271 during the same semester (concurrently).

**Co-requisite**
A co-requisite is a course that a student must be enrolled in at the same time as the course requiring the co-requisite. It is listed in the course descriptions as “Co-req:”

**Course Number and Class Title**
Each course is designated by a department (such as ENGW, English Writing), a number, and a title. Courses numbered from 0 to 0999 are developmental and do not count toward degree requirements. Courses numbered 1000 to 2999 are college-level and apply toward certificate and associate degree program requirements.

**Credits**
One credit equals one hour of class time per week for the duration of the semester. Courses are offered for fixed credits and for variable credits. A fixed-credit course is one whose hours are determined by the nature of the course as approved by faculty governance. A variable-credit course means that a student will determine how many credits a class will be worth in consultation with the instructor. Variable credits are seen in independent studies, internships, cooperative education experience, and other such courses.

**Description**
The course description reflects the course’s main content. It also gives information such as laboratory or clinical hours, repeat policies and other class-related requirements.

**Fall, Spring, Summer**
The terms in which the course will be offered.

**MnTC Goal**
If the class satisfies one or more goal areas of the Minnesota Transfer Curriculum (MnTC), the course description will reflect it. While the credits awarded for a class will be counted only one time, the class can be applied toward all of the goal areas as reflected in the course description. Topics courses (those numbered 1900 and 2900) cannot be used to satisfy MnTC Goal requirements.

**Prerequisite**
A prerequisite is a course that a student must complete in order to enroll in another course. Students are responsible for the prerequisites and placement test requirements for all classes.

If a student registers for a class but does not meet the prerequisites, the College reserves the right to remove the student from that class and provide no refund.

“Eligible for” means a student’s placement score placed the student into the course, or the student completed the prerequisite, or the student transferred an equivalent prerequisite course to Normandale.

For mathematics courses, prerequisites must have been completed within 24 months before the date the course begins. => More about Prerequisites

**Recommended**
Some courses reflect coursework or other preparation the faculty has recommended. Such preparation is not required prior to enrollment in a class, but students may find the background knowledge helpful.
Course Descriptions

Accounting Courses

**ACCT 1051 Accounting Basics** (1 cr)
This class provides preparation for future accounting work. It will help develop basic accounting knowledge in the following areas: the role of accounting in business, the accounting equation, rules of debits and credits, analyzing and recording transactions, adjusting accounts, preparing financial statements, and completing the accounting cycle. Semesters: Fall, Spring

**ACCT 1052 Computerized Accounting** (2 cr)
*Prerequisites: ACCT 1051*
This course is designed for non-accounting majors. The course provides an environment in which students use computerized accounting software to create financial statements and other financial reports, reinforce learned accounting concepts, and see how computer software can be used to make business decisions. Semesters: Spring

**ACCT 1853 Federal Income Tax** (4 cr)
This is an introductory course in individual taxation. Materials covered include filing requirements, exemptions, gross income and exclusions, itemized deductions, employee business expenses, personal business expenses, and tax credits. A computer software package will be used for preparing tax returns. Semesters: Spring

**ACCT 1900 Topics in Accounting** (1-4 cr)
*Prerequisites: Topic-dependent*
Examination of a special topic in accounting (e.g. accounting information systems). Intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

**ACCT 2096 Internship in Accounting** (2-4 cr)
*Prerequisites: Previous coursework in Accounting and consent of instructor and the Center for Experiential Education*
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring

**ACCT 2251 Financial Accounting** (4 cr)
Financial Accounting introduces financial accounting concepts from a user perspective and the focus of the application of these concepts in a real world environment. Topics include applying Generally Accepted Accounting Principles (GAAP) to record transactions, preparation and analysis of financial statements, fraud, internal control, cash control, receivables, inventory, liabilities, plant assets, natural resources, intangible assets, stockholders equity and financial statement analysis of companies organized as corporations using annual reports. Semesters: Fall, Spring

**ACCT 2252 Managerial Accounting** (4 cr)
*Prerequisites: ACCT 2251*
Managerial Accounting focuses on the accounting tools and techniques used to facilitate decision-making by managers within the firm. This course emphasizes planning and analysis and control for profit-seeking businesses. Semesters: Fall, Spring

**ACCT 2254 Introduction to Management Information Systems** (4 cr)
Introduction to Management Information Systems focuses on the role of computer-based information systems in organizations and the use of information to satisfy business information needs. This course explores the use of information technology in redesigning products and procedures to make businesses more efficient and competitive. Coverage includes concepts and approaches in developing information systems, the growing role of Internet in electronic commerce, and the social and ethical impact of information systems. Emphasis is also placed on the design and use of databases. (Same as BUSN 2254.) Semesters: Fall

**ACCT 2900 Topics in Accounting** (1-4 cr)
*Prerequisites: Topic-dependent*
Examination of a special topic in accounting (e.g. accounting information systems); intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Anthropology Courses

**ANTH 1101 Cultural Diversity** (3 cr)
*Recommended: Eligible for ENGC 1101 and READ 1106*
This course promotes an understanding and appreciation of cultural diversity. Sociological and anthropological perspectives will be implemented to examine sociocultural diversity and multiculturalism, the challenges and opportunities they present, and their importance in our dynamic contemporary world. The course also emphasizes processes such as workplace diversity and long-term trends in multiculturalism, which are transforming our everyday experience. (Same as SOC 1101.) Semesters: Fall, Spring  MnTC Goals: 5, 8
ANTH 1121 Women Across Cultures (3 cr)  
*Recommended: Eligible for ENGC 1101 and READ 1106*  
Global course focusing on the major institutions of family, religion, education, and economic and political systems as they define, provide for, and frequently limit women. Women’s issues addressed throughout many cultures of the world. (Same as SOC 1121 and WMST 1121.)  
Semesters: Fall, Spring  
MnTC Goals: 5, 8

ANTH 1125 Human Evolution - An Introduction to Bio-Anthropology (3 cr)  
This course introduces humans as biological organisms, descended from animal ancestors and closely related to other living primates. The processes involved in evolution such as natural selection, population genetics, genetic inheritance, and bio-cultural adaptation will be discussed. Human ancestry, inferred from the fossil record, will be a primary focus, especially those attributes and selection pressures that led to behaviorally modern humans.  
Semesters: Fall, Spring  
MnTC Goals: 5, 10

ANTH 1126 Archaeology: Prehistory and Humanity’s Cultural Origins (3 cr)  
This course examines how the physical remains of past cultures are used to reconstruct vanished societies, explain their origins, and understand the factors that contributed to their ultimate collapse. It focuses on the universal cultural, economic, and ecological factors that affected ancient peoples and how these staged the modern world.  
Semesters: Fall, Spring  
MnTC Goals: 5, 10

ANTH 1127 Cultural Anthropology - The Global Human Experience (3 cr)  
This course examines the human way of life and cultural adaptations to various natural and social environments. The cultures in Western/Non-Western and indigenous/modern societies are compared and contrasted with respect to subsistence, social structure, language, belief systems, marriage and child rearing practices, and personality. The dynamics of cultural change and the practical application of cultural anthropology are also considered.  
Semesters: Fall, Spring  
MnTC Goals: 5, 8

ANTH 1145 Human Variation - Bio-Anthropology and Forensic Analysis (3 cr)  
*Recommended: Eligible for ENGC 1101 and READ 1106*  
This course provides a broad overview of human variation with a specific focus on the application of bio-anthropology to forensic analysis. Scientific study of differences among human populations with respect to skeletal anatomy, dentition, hair, certain soft tissues, and DNA can be used to identify victims from skeletal remains, for archaeological determination of ethnic and cultural origins, and for objectively understanding the physical characteristics of diverse human and pre-human groups. Bio-anthropologists can determine age, sex, ancestry, stature and many pathological qualities of deceased individuals, but also explain the origin of such variation as part of ancestral adaptations and population genetics.  
Semesters: Fall, Spring  
MnTC Goals: 5, 7

ANTH 1146 Field Archeology - Methods of Exploring the Past (3 cr)  
This course will provide an introduction to field and laboratory archeology. The course covers the full scope of the scientific methods used to locate, excavate, analyze, and interpret the material evidence of vanished prehistoric cultures. Field archeology requires familiarity with the legal and ethical responsibilities that govern such work, and the course will discuss these in detail. Particular focus will be given to field work, including an intensive two-day excavation of a Native American site in southwestern Minnesota. The laboratory component will also include hands-on interaction with artifacts, interpreting, and cataloging materials that have been recently recovered.  
Semesters: Fall, Spring  
MnTC Goals: 5, 9

ANTH 1148 Seeing Culture Through Film and Fieldwork (3 cr)  
Participant observation has been, and continues to be, the primary method used by anthropologists in evaluating culture. Students who take this course, either as a supplement to introductory cultural anthropology or as an alternative to typical cultural anthropology courses, will learn to actively participate in the examination of culture. Ethnographic fieldwork and/or media-based visual essays will be developed and presented in the classroom. Through this type of hands-on experience (participant observation), students will come to understand how film, photography, music, and fieldwork interviews, as examples, play major roles in the evaluation of cross-cultural materials. As part of the seeing and doing exercises in this course, students will review basic anthropological concepts, emphasizing trends in the analysis of societal cultural dynamics. The individual student projects will represent the culmination of full experiential learning in anthropology.  
Semesters: Fall, Spring  
MnTC Goals: 5, 8

ANTH 1150 Native American Voices (3 cr)  
*Recommended: Eligible for ENGC 1101 and READ 1106*  
New World pre-history; selected traditional Native American cultures; Native American cultures and their responses to historical change; intercultural conflict between Native Americans and others.  
Semesters: Fall, Spring  
MnTC Goals: 5, 7

ANTH 1188 Magic, Witchcraft and Religion: The Anthropology of Religion (3 cr)  
*Recommended: Eligible for ENGC 1101 and READ 1106*  
This course offers a systematic comparison of the many religions practiced in human cultures from simple to complex. Students will explore not only belief, mythology, and ritual; but also sacred space, symbols, organization, personnel, and how religion relates to other aspects of culture, such as language and politics. May include one or more field trips.  
Semesters: Fall, Spring  
MnTC Goals: 5, 8
ANTH 1899 Medical Anthropology: Health, Illness and Healing Across Cultures (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
This course explores various cultural traditions, including those in the U.S., and how culture shapes our experience, understanding and treatment of illness and health. The course covers the evolution of diseases and contemporary disease trends. It compares different kinds of healers and healing. This course includes service-learning opportunities.
Semesters: Fall, Spring MnTC Goals: 6, 8
ANTH 1900 Topics in Anthropology (3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in anthropology. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
ANTH 2096 Internship in Anthropology (2-4 cr)
Prerequisites: Previous coursework in Anthropology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring
ANTH 2126 Introduction to Field Methods in Archaeology (3 cr)
Prerequisites: Eligible for READ 1106 or instructor’s permission
Recommended: ANTH 1126 or ANTH 1150
This course will provide an introduction to field and laboratory archaeology. The course covers the full scope of the scientific methods used to locate, excavate, analyze and interpret the material evidence of vanished prehistoric cultures. Particular focus will be given to work, including an intensive 2-day excavation of a Native American site in southwestern Minnesota. The laboratory component will also include hands-on interaction with artifacts, interpreting and cataloging materials recently recovered by teams from Normandale.
Semesters: Fall, Spring MnTC Goals: 5

Art Courses

ART 1101 The Visual Arts (3 cr)
An introduction to the concepts underlying the production and appreciation of the visual arts. Students view and discuss works of western and non-western art, examining the visual elements, artistic mediums, expression, and style. Weekly studio sessions allow students to explore the creative process in their own works of art using a variety of materials.
Semesters: Fall, Spring MnTC Goals: 6, 8

ART 1102 Art History Survey 1: Prehistory to 16th Century Europe (3 cr)
A survey of Western art from Paleolithic cave paintings through the Renaissance and Reformation in Northern Europe. Examines major Western art movements, including architecture, sculpture, painting, and crafts. Lectures, discussion, films, museum assignments.
Semesters: Fall MnTC Goals: 6, 8

ART 1103 Art History Survey 2: 16th Century Europe to 1945 (3 cr)
A survey of Western art from the Reformation to art movements during World War II. Examines architecture, photography, sculpture, painting and crafts. Lectures, discussions, films, museum assignments.
Semesters: Spring MnTC Goals: 6, 8

ART 1104 Contemporary Art Survey (3 cr)
A survey of art from post WWII Abstract Expressionism to Postmodern and Contemporary styles, encompassing 1945 to the present day. Examines architecture, painting, photography, video art, sculpture, and crafts. Lectures, discussions, films, museum assignments.
Semesters: Fall, Spring MnTC Goals: 6, 8

ART 1105 Non-Western Art Survey (3 cr)
This course will examine the art from the cultures of Asia, Africa, and the Americas. Within these cultures the students will explore major architecture, painting, sculpture, crafts, textiles, and body adornment. This course will also feature lectures, discussions, films and museum assignments.
Semesters: Fall, Spring MnTC Goals: 6, 8

ART 1109 Exploring Photography (3 cr)
A non-darkroom course providing an overview of photography, integrating principles and processes of traditional film with contemporary digital technology. A variety of visual projects engage students in solving aesthetic and technical problems incorporating analysis, interpretation, and expression. Commercial labs will be used for film processing. It is strongly recommended participants have a camera (digital or film) with manual aperture and/or shutter control.
Semesters: Fall, Spring MnTC Goals: 6

ART 1110 Black and White Photography 1 (3 cr)
An introduction to the conceptual, technical, and historical aspects of photography, with an emphasis on photography as a creative medium. Students study camera operation and techniques, photographic composition and design, and learn to process and print their own film in the photo lab. Students must have a camera (variable f-stop, shutter, or both is strongly recommended), textbook, film, photographic paper, and other recommended supplies. Projects provide students with an understanding of how photographs function, not only technically, but visually, and conceptually.
Semesters: Fall MnTC Goals: 6
ART 1113 Video Art (3 cr)
An introduction to the aesthetic and conceptual practices of video media. This course is first and foremost a studio art class, as such it will concentrate on conceptualization, interpretation, and evaluation of video-based art. Students will develop skills as artists through screenings, discussions, critique, demonstrations, and assigned projects. Students will become familiar with basic production techniques, including but not limited to: project planning and storyboarding, lighting, audio, in-camera editing, VCR editing, and performance for the camera.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1114 Digital Photography (3 cr)
Prerequisites: Basic computer literacy
Introduction to the conceptual, technical, and historical aspects of photography as a creative medium using digital technology within the fine arts context. Students study camera operation and techniques, composition and design, digital image capture, related software, and digital output. This class emphasizes the computer as a digital darkroom to create photographic images. Projects provide students with an understanding of how photographs function, not only technically, but also visually and conceptually. Students must have a digital camera that has shutter-priority mode, aperture-priority mode, and full manual mode.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1115 2D Animation and Interactivity (3 cr)
Prerequisites: Basic computer literacy
2D Animation and Interactivity is a creative studio art course that takes the student through the basic concepts and methods for creating two-dimensional animations and interactivity as a means of expression in the visual arts. Software applications, such as Adobe Flash, are used to create animations and interactive content. Students will create animated works, as well as interactive content.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1118 Two-Dimensional Design (3 cr)
Elements of visual language, color, line, shape, space, and texture as they relate to basic design. Theory and application of design principles and concept development in two-dimensional composition using a variety of tools, techniques, and materials.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1120 Three-Dimensional Design (3 cr)
This course is an introduction to making art in the third dimension. Students will be introduced to basic three-dimensional vocabulary and apply an understanding of these ideas to create art that exists in three-dimensional space. Projects will include the use of the basic principles and elements of three-dimensional design using paper, wood, clay, plaster, and virtual imagery.
Semesters: Spring
MnTC Goals: 6

ART 1121 Drawing 1 (3 cr)
Ideas, methods, and materials of drawing as a means of expression in the visual arts. Working primarily from nature and still life, students develop technical skills to accurately represent three-dimensional objects on a two-dimensional surface. Emphasis on composition, perspective, measurement, value, line, tone, and volume through the exploration of various drawing media. Students also develop their visual vocabulary and critiquing skills.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1122 Electronic Imaging (3 cr)
This course introduces the student to computer-generated art and will develop visual art concepts and techniques of digital imaging through the form of raster and vector software programs (Adobe Photoshop and Illustrator). Students will produce original work that reflects a high degree of individual expression. The focus of this course is on a broad exploration of the functions and uses of the computer in the visual arts. The conceptualization of the medium; the mastery of technical skills in computer graphics; and an appreciation of the historical development of the computer in art are the major emphases. Regardless of the technology used, electronic art has as its foundation the same skills in composition, color, design, and communication as all other areas of art.
Semesters: Fall, Spring
MnTC Goals: 6

ART 1123 Sculpture 1 (3 cr)
An introduction to the basic language of sculpture and spatial concepts. Students develop an understanding of additive and subtractive techniques by producing three-dimensional work using a variety of materials, such as clay, wood, plaster, and found objects.
Semesters: Spring
MnTC Goals: 6

ART 1124 Ceramics 1 (3 cr)
General introduction to the historical, technical, and aesthetic aspects of the materials and methods of ceramics. Emphasis on the creation of ceramic pieces that solve aesthetic and technical problems. Students will learn the techniques of hand building, throwing, glazing, decorating, and firing clay.
Semesters: Fall, Spring
MnTC Goals: 6
ART 1125 Glass Fusing 1 (3 cr)
An introduction to the creative potential of fused glass. The primary concern is using glass for creative expression while developing technical skills. Students will make projects using a variety of techniques that emphasize experimentation and personal direction. Topics include the history of glass, glass types, compatibility, fusing, cutting, and slumping.
Semesters: Fall, Spring MnTC Goals: 6

ART 1126 Printmaking: Monotype and Screenprint (3 cr)
An introduction to the visual language of printmaking and the production of multiple images. Students experiment with various printing techniques in the categories of monotype and screenprint. Projects emphasize the basic approaches to image design and process. Historical and contemporary aspects of printing and presentation addressed.
Semesters: Fall MnTC Goals: 6

ART 1127 Painting 1 (3 cr)
Recommended: ART 1118 or ART 1121
A general introduction to the aesthetics, techniques, and historical aspects of painting. Use of acrylic and/or oil media to explore basic design, color, form, and space on a two-dimensional surface using traditional and contemporary methods. Projects vary from representational subject matter to abstraction.
Semesters: Fall, Spring MnTC Goals: 6

ART 1128 Watercolor Painting (3 cr)
Recommended: ART 1118 or ART 1121
An introduction to the aesthetics, techniques, and historical aspects of watercolor painting using transparent washes of color. Various techniques and color theory will be used to discover creative directions for content and formal qualities. A variety of subject matter will be explored employing basic principles of color, form, and space on a two-dimensional surface. Projects vary from representational subject matter to abstraction.
Semesters: Spring MnTC Goals: 6

ART 1129 Printmaking: Intaglio and Relief (3 cr)
An introduction to the visual language of printmaking and the production of multiple images. Students experiment with various printing techniques in the categories of intaglio and relief. Projects emphasize the basic approaches to image design and process. Historical and contemporary aspects of printing and presentation addressed.
Semesters: Fall MnTC Goals: 6

ART 2096 Internship in Art (2-4 cr)
Prerequisites: Previous coursework in Art and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience in occupations that require artistic sensitivity and judgment. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

ART 1900 Topics in Art (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in art; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ART 2130 Artist as Entrepreneur (3 cr)
This course examines the skills needed to be a successful entrepreneur in the arts. Students will research an artistic opportunity and develop a plan to market, operate, and assess the resources needed for successful set-up of their art medium as a business. (Same as BUSN 2130.)
Semesters: Fall, Spring

ART 2200 Portfolio and Professional Practices (3 cr)
Prerequisites: Successful completion of three 3-credit college studio art courses
Recommended: Complete after taking 15 art credits
Focus on portfolio creation and the practical applications of presentation, documentation, business skills, and career planning specific to studio art. Provides a foundation of practical information to assist art students in transfer and building a successful career.
Semesters: Fall

ART 2201 Figure Drawing (3 cr)
Prerequisites: ART 1121
An introduction to drawing both nude and clothed models with an emphasis on human proportion, human anatomy, and composition. Students work with various drawing techniques and materials, such as charcoal, chalk pastel, pencil, and brush. Further development of a visual vocabulary and critiquing skills.
Semesters: Spring MnTC Goals: 6

ART 2202 Mixed Media (3 cr)
In this studio course students will experiment with a variety of media including; but not limited to; photo, print, and fiber. Projects may include photographic screen printing, felting, batik, papermaking, and/or bookbinding. Emphasis will be placed on strengthening the use of design elements and principles of visual organization, as well as the development of a personalized, creative response.
Semesters: Spring MnTC Goals: 6
ART 2203 Ceramics 2 (3 cr)
Prerequisites: ART 1124
Continuing studio experience in wheel throwing, hand building, glazing, decoration, and kiln firings. Projects emphasize exploring an individual direction that encourages a deeper understanding of ceramic art as well as skill development.
Semesters: Spring MnTC Goals: 6

ART 2204 Drawing 2 (3 cr)
Prerequisites: ART 1121
Exploration and refinement of the concepts learned in Drawing 1. Emphasis on personal style and inventive vision while continuing to develop drawing skills. Introduction to color and a variety of materials and methods.
Semesters: Spring MnTC Goals: 6

ART 2206 Glass Fusing 2 (3 cr)
Prerequisites: ART 1125
Exploration of advanced techniques in fused and kiln formed glass. Students will create pieces that utilize fusing, slumping, sandblasting, casting, etching, and lampworking. Aesthetic concerns, technical skills, individual exploration, and experimentation lead to a more personal and deeper understanding of the creative qualities of fused glass. Course also includes research, writing, and criticism.
Semesters: Spring MnTC Goals: 6

ART 2207 Photography 2 (3 cr)
Prerequisites: ART 1110 or ART 1114
Advanced level course. Photography 2 expands upon the foundation established in Black and White Photography 1 or Digital Photography. Increased emphasis will be placed on experimentation, the expressive potential of the medium, and on developing a personal vision that utilizes both formal and conceptual concerns in photography. Students will continue to develop skills in critical analysis, interpretation and individual expression.
Semesters: Spring MnTC Goals: 6

ART 2210 AFA in Art Capstone: Exhibition (1 cr)
Prerequisites: ART 2200, AFA in Art Major
Focus on aspects of exhibiting a body of artwork as a culminating activity for the AFA in Art degree in a gallery setting. Planning, design, installation and promotional materials will be discussed.
Semesters: Spring

ART 2253 Painting 2 (3 cr)
Prerequisites: ART 1127
Advanced level course. Painting 2 expands upon the foundation established in Painting 1. You will continue to explore painting materials, processes, and color interaction while furthering your knowledge of contemporary and traditional methods and techniques. Increased emphasis will be placed on experimentation, the expressive potential of the medium, and on developing a personal vision that utilizes both formal and conceptual concerns in painting.
Semesters: Spring MnTC Goals: 6

ART 2900 Topics in Art (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in art; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Biology Courses

BIOL 1100 Survey of Biology (4 cr)
Prerequisites: Eligible for READ 1106
A non-majors, general education lab course that explores the organization of life. Topics include the scientific method, cells, metabolism, molecular biology, genetic change, species diversity, and ecology and evolution. Lecture 3 hours per week. Lab requires a minimum of 3 hours per week of scheduled and/or self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 1101 Introduction to Human Genetics (4 cr)
Prerequisites: Eligible for READ 1106
A non-majors, general education lab course that explores the basic principles of human genetics. Topics include scientific method, Mendelian genetics, sex determination, karyotyping, molecular genetics, genetic counseling, the Human Genome Project, genetics of immunity and cancer, and population genetics. Lecture 3 hours per week. Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 1102 Human Biology (4 cr)
Prerequisites: Eligible for READ 1106. May not be taken for credit after earning a C or higher in BIOL 2041
A non-majors, general education lab course that introduces the topics of human structure, function, and causes of disease. Topics include the scientific method, cells and organ systems with an emphasis on contemporary issues. Lab requires dissection of a small mammal and collaborative data collection. Lecture 3 hours per week. Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 1103 Introduction to Emerging Diseases (4 cr)
Prerequisites: Eligible for READ 1106. May not be taken for credit after earning a C or higher in BIOL 2204
A non-majors general education lab course that introduces the global, national, and local factors that cause and influence the emergence and re-emergence of infectious disease. Topics include the scientific method, epidemiology, disease transmission, survey of microorganisms, bioterrorism, food and water safety, and sexually transmitted diseases. Lab exercises mandate following biosafety practices for handling microbial pathogens. Lecture 3 hours per week. Lab requires a minimum of 3 hours per week of scheduled and self-directed lab work.
Semesters: Spring MnTC Goals: 3, 8
BIOL 1104 Minnesota Natural History and Field Biology (4 cr)
Prerequisites: Eligible for READ 1106
A non-majors, general education lab course that emphasizes the diversity of life in Minnesota from a natural history perspective. Topics include the scientific method, adaptation, and evolution of plants and animals, ecology of terrestrial and aquatic biomes, endangered species, and the decline of biodiversity. Lab requires field trips on and off campus which might include required field trips on prescribed dates. Lecture 3 hours per week. Lab requires a minimum of 3 hours per week of scheduled and/or self-directed lab work including field trips.
Semesters: Fall MnTC Goals: 3, 10

BIOL 1105 General Biology: Cells to Organisms (4 cr)
Prerequisites: Eligible for MATH 1100 and/or self-directed for READ 1106
BIOL 1105 is designed for students majoring in biology, nursing and other science related fields. The course focuses on major biological processes occurring at the cellular level with emphasis on cell structure and function, metabolism, reproduction, development, genetics and gene expression. Additional topics focus on scientific method, evolution and biotechnology. This course is a prerequisite for BIOL 1106, 2202, 2203 and 2205. Lecture 3 hours. Lab requires a minimum of 3 hours per week of scheduled and/or self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 1106 General Biology: Ecology and Evolution (4 cr)
Prerequisites: BIOL 1105 (C or higher), eligible for MATH 1100 and READ 1106
BIOL 1106 is the second course in the introductory sequence for students majoring in biology, nursing and other science related fields. The course concentrates on biodiversity, survey of organisms, evolution, extinction, population biology and ecology. Lecture 3 hours; Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 1110 Environmental Biology (3 cr)
Prerequisites: Eligible for READ 1106
Introduction to and analysis of ecological principles, resources, population, energy and pollutants, and their relationships to Minnesota and global environmental concerns. Lecture 3 hours.
Semesters: Fall, Spring MnTC Goals: 3, 10

BIOL 1125 Sex and Human Diversity (3 cr)
Prerequisites: Eligible for READ 1106
A general education course without a lab for biology non-majors. An introduction to the science of biology focused on the fundamental concepts underlying human sexuality, reproduction and development from an evolutionary perspective. Topics include the evolution of sex, sex determination, anatomy and physiology of the human reproductive systems, development, infertility, contraception, reproductive health disparities, sexually transmitted diseases. Lecture 3 hours.
Semesters: Fall, Spring MnTC Goals: 3, 7

BIOL 1900 Topics in Biology (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in biology; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

BIOL 2041 Human Anatomy (4 cr)
Prerequisites: CHEM 1050 or CHEM 1061 (C or higher) or concurrent registration, and eligible for READ 1106
A rigorous and demanding study of the human body, intended for students pursuing careers in the health professions. Emphasis includes both gross and microscopic anatomy. Laboratory includes small mammal dissection, basic histology, and the gross and microscopic study of the human organ systems. Small mammal dissection is required for course completion. Lecture 3 hours; Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Fall, Spring

BIOL 2042 Human Physiology (4 cr)
Prerequisites: BIOL 2041 (C or higher) CHEM 1050 or CHEM 1061 (C or higher) Eligible for READ 1106
Examination of the principles of human biological function with emphasis on homeostatic mechanisms of the body. Lecture and laboratory experiences include EMG, ECG, pulmonary function, hormone studies, exercise studies, and independent investigations. Lecture 3 hours; Lab requires a minimum of 3 hours per week of scheduled and/or self-directed lab work.
Semesters: Fall, Spring MnTC Goals: 3

BIOL 2096 Internship in Biology (2-4 cr)
Prerequisites: Previous coursework in Biology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience to explore careers and business concepts. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

BIOL 2202 Zoology (4 cr)
Prerequisites: BIOL 1105 (C or higher)
A majors lab course that introduces the study of animal biology. Course takes an evolutionary perspective emphasizing morphology, anatomy, adaptations, physiology, reproduction, and ecology. A small mammal dissection is required for course completion. Lecture 3 hours. Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Spring MnTC Goals: 3

BIOL 2203 Botany (4 cr)
Prerequisites: BIOL 1105 (C or higher)
A majors lab course that introduces the biology of plants and plant-like organisms. Course takes an evolutionary perspective emphasizing morphology, anatomy, adaptations, physiology, reproduction, ecology and economic importance of plants. Lecture 3 hours. Lab requires a minimum of 3 hours per week of self-directed lab work.
Semesters: Fall MnTC Goals: 3
BIOL 2204  Microbiology  (4 cr)
Prerequisites: One college biology lab course (C or higher), one college chemistry laboratory course (C or higher), ENGC 1101
A majors lab course that examines the biology of bacteria, algae, protozoa, fungi, rickettsia, and viruses. Physical and chemical methods of control, microbial genetics, host defenses, and applications in medicine are studied. Lab exercises mandate following biosafety practices for handling microbial pathogens. Lecture 3 hours. Lab requires a minimum of 3 hours per week of scheduled and self-directed lab work.
Semesters: Fall, Spring  MnTC Goals: 3

BIOL 2205  Genetics  (4 cr)
Prerequisites: BIOL 1105 (C or higher), eligible for MATH 1100
A majors lab course that introduces the major concepts in Mendelian, molecular and population genetics. Course highlights the study of prokaryotic and eukaryotic gene expression, recombination, gene mapping, chromosome analysis and population genetics. Laboratory focus on viruses, bacteria, insects, plants and gene sequencing. Lecture 3 hours. Lab requires a minimum of 3 hours per week of scheduled and/or self-directed lab work.
Semesters: Spring  MnTC Goals: 3

BIOL 2900  Topics in Biology  (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in biology; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Business Courses

BUSN 1100  Principles of Marketing  (3 cr)
The total marketing process from a strategic view, emphasizing managerial implications for product, promotion, price, and distribution strategies.
Semesters: Fall, Spring

BUSN 1102  Social Media Marketing  (3 cr)
In this course, students examine how organizations use social media to listen, understand and engage their target markets, provide value to their customers and potential customers, and promote calls to action that lead to sales of products and services. Topics include blogs, microblogs, social networks, video sharing, photo and image sharing, podcasting, various social media platforms, careers in social media marketing.
Semesters: Fall, Spring

BUSN 1105  Introduction to Business  (3 cr)
The world of business, its relationship to the modern American economy, management, marketing, and financial disciplines. A broad overview of business functions and organizations.
Semesters: Fall, Spring

BUSN 1120  Introduction to Small Business Management  (3 cr)
All phases of setting up a small business: management, marketing, and financial operations. The final project is the development of a business plan.
Semesters: Fall, Spring

BUSN 1130  Introduction to International Business  (3 cr)
International dimensions of business: global business environment (economic, legal, cultural, and political), and international business functions (management, marketing, finance, exporting, and importing).
Semesters: Fall, Spring

BUSN 1132  Introduction to International Marketing  (3 cr)
This course explores the globalization of markets. The market has accelerated due to a universal acceptance of the democratic free enterprise model and new communication technologies. This course provides an approach and framework identifying and analyzing the important cultural and environmental uniqueness of nations and global regions.
Semesters: Spring

BUSN 1140  Principles of Management  (3 cr)
Develop insights into successful planning, organizing, directing, staffing, and controlling an organization and its employees.
Semesters: Fall, Spring

BUSN 1145  Supervision  (3 cr)
Recommended: Eligible for READ 1106, ENGC 0900 and MATH 0500
This course is designed for those students who are interested in becoming supervisors, or have recently become supervisors at their current jobs. Students will learn, develop, and improve the core competencies that will assist them in becoming a good supervisor.
Semesters: Fall, Spring

BUSN 1152  Hotel/Lodging Management  (4 cr)
This course examines the theoretical applications of room division operations including yield management and other vital hotel information concepts, with an emphasis on the bottom line. (Same as HSMA 1162.)
Semesters: Fall

BUSN 1153  Principles of Food Production and Sanitation  (4 cr)
Students are given hands on laboratory experiences in all major areas of food production. Lectures allow students to bridge the gap of food production with operating profitable food service and restaurant entities. (Same as HSMA 1143.)

BUSN 1154  Food/Beverage Management and Cost Control  (4 cr)
A working understanding and application of the principles of food, beverage, labor, cost control, and management functions. (Same as HSMA 2144.)
Semesters: Spring

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Students will also learn computer application software and e-mail, the social challenge, and career options.

The purpose of the course is to prepare students for their future academic and professional pursuits using computers. The outcomes are designed to give students the tools to exceed the minimum expectations of employers. The course is taught using Microsoft Office latest version business software for a PC.

Prerequisites: CIM 1201 or BUSN 1201 (C or higher) or completion of equivalent computer competency tests administered by Normandale’s CIM Department and eligible for ENGC 1101 and READ 1106

This introductory course provides a portal to the dynamic field of hospitality, travel, and tourism industry. It provides students with a comprehensive overview of hospitality and tourism management including hotels, restaurants, food service, marketing, service companies, as well as the functional areas of hotel operations. (Same as HSMA 1103.)

Semesters: Spring

BUSN 1156 Casino Management and Operations (4 cr)

Recommended: Strong interest in hotel management along with computer skills.

Organization and functioning of marketing and sales department, the need for sales planning through analysis of product, competitors and market. In addition to sales planning and analysis, students will work with industry experts selling the hospitality product. (Same as HSMA 2172.)

Semesters: Fall

BUSN 1157 Introduction to Hospitality and Tourism Management (4 cr)

An overview of successful convention and meeting planning management including all services, execution, and follow-up. (Same as HSMA 2173.)

Semesters: Fall

BUSN 1158 Convention and Meeting Planning Management (4 cr)

An introduction to Club Management provides a unique perspective on all types of club management including spa, fitness, athletic, and city. Unique discussion and case study provide the student with the keys to successful leadership development complemented with relationship marketing skills and manufacturing successful club managers. (Same as HSMA 1170.)

Semesters: Spring

BUSN 1159 Hospitality Sales and Marketing Management (4 cr)

This introductory course provides an overview of successful convention and meeting planning management including all services, execution, and follow-up. (Same as HSMA 2173.)

Semesters: Fall

BUSN 1170 Introduction to Club Management (4 cr)

Students will learn computer concepts of how computers operate, how they are used in industry, and how they improve communications as well as computer hardware, software and development, personal productivity software, data communications, the World Wide Web and e-mail, the social challenge, and career options.

Students will also learn computer application software using document production in word processing, spreadsheets, and database management. Students will create text-based documents to include letters, research reports in MLA and APA formatting with citations, one-page brochure with clip art, page and section breaks, reviewing/tracking features, and creating a resume as a web page, use the formula features, charting, functions, pivot tables and goal seeking for spreadsheets; and use the database features to create tables and reports. Import data from Excel, set validation rules, and establish referential integrity of data including sorting and querying to gain skills to use in other courses or in the workplace. This course is required for most general computer requirements at 4-year colleges. (Same as CIM 1201.)

Semesters: Fall, Spring

BUSN 1156 Casino Management and Operations (4 cr)

Prerequisites: Eligible for READ 0960 and ENGC 0900 or higher

The purpose of the course is to prepare students for their future academic and professional pursuits using computers. The outcomes are designed to give students the tools to exceed the minimum expectations of employers. The course includes computer concepts and computer application software. Students will learn computer concepts of how computers operate, how they are used in industry, and how they improve communications as well as computer hardware, software and development, personal productivity software, data communications, the World Wide Web and e-mail, the social challenge, and career options.

Students will also learn computer application software using document production in word processing, spreadsheets, and database management. Students will create text-based documents to include letters, research reports in MLA and APA formatting with citations, one-page brochure with clip art, page and section breaks, reviewing/tracking features, and creating a resume as a web page, use the formula features, charting, functions, pivot tables and goal seeking for spreadsheets; and use the database features to create tables and reports. Import data from Excel, set validation rules, and establish referential integrity of data including sorting and querying to gain skills to use in other courses or in the workplace. This course is required for most general computer requirements at 4-year colleges. (Same as CIM 1201.)

Semesters: Fall, Spring

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Students will also learn computer application software using document production in word processing, spreadsheets, and database management. Students will create text-based documents to include letters, research reports in MLA and APA formatting with citations, one-page brochure with clip art, page and section breaks, reviewing/tracking features, and creating a resume as a web page, use the formula features, charting, functions, pivot tables and goal seeking for spreadsheets; and use the database features to create tables and reports. Import data from Excel, set validation rules, and establish referential integrity of data including sorting and querying to gain skills to use in other courses or in the workplace. This course is required for most general computer requirements at 4-year colleges. (Same as CIM 1201.)

Semesters: Fall, Spring
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<tr>
<td>BUSN 1900</td>
<td>Topics in Business</td>
<td>(1-4 cr)</td>
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<td>Fall, Spring</td>
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<tr>
<td>BUSN 2100</td>
<td>Human Relations and Effective Teams</td>
<td>(3 cr)</td>
<td>Focuses on the importance of personal and group interrelationships within an organization. Topics covered are behavioral types, the communication process, diversity, equal opportunity, workplace bias, group leadership, and the psychological aspects of group dynamics.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2120</td>
<td>Entrepreneurship</td>
<td>(3 cr)</td>
<td>Examines the skills needed to be a successful entrepreneur; screens a business opportunity and assesses the resources needed for successful setup of a company.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2125</td>
<td>Business Practices in the Global Market</td>
<td>(3 cr)</td>
<td>Provides understanding and application into the complex global business arena. Global markets have created the need for companies to do business in every corner of the world. It is imperative that businesses conduct themselves in a professional, ethical, yet sensitive manner regarding regional customs, traditions, and religious practices. This course examines the need for professional business practices, ethics, protocol, etiquette, and professional and social behavior in all settings of business, national and international.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2130</td>
<td>Artist as Entrepreneur</td>
<td>(3 cr)</td>
<td>This course examines the skills needed to be a successful entrepreneur in the arts. Students will research an artistic opportunity and develop a plan to market, operate, and assess the resources needed for successful set-up of their art medium as a business.</td>
<td>Fall</td>
</tr>
<tr>
<td>BUSN 2155</td>
<td>Legal Environment of Business</td>
<td>(3 cr)</td>
<td>A survey course about the legal aspects of managing a business. It includes a review of the basic U.S. legal system, ethics, contracts, legal structure of business, employment, consumer issues and international business law.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2200</td>
<td>Human Resource Management</td>
<td>(3 cr)</td>
<td>An overview of the principles and practices of administering the human resource management functions in modern organizations to achieve an organization’s objectives. Topics include employee selection and retention, training, job evaluation, compensation, health and safety, labor-management relations, communication with diverse workforces, employment law, and outsourcing.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2220</td>
<td>Statistics for Business and Economics</td>
<td>(4 cr)</td>
<td>Basic statistics of business, economics, and public administration. Descriptive statistics, probability, and statistical inference. Understanding statistical methods as tools of decision-making.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2252</td>
<td>Professional Selling</td>
<td>(3 cr)</td>
<td>Analyze successful sales practices. Develop need satisfaction selling skills through skill practice that may apply to both selling and non-selling.</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>BUSN 2254</td>
<td>Introduction to Management Information Systems</td>
<td>(4 cr)</td>
<td>Introduction to Management Information Systems focuses on the role of computer-based information systems in organizations and the use of information to satisfy business information needs. This course explores the use of information technology in redesigning products and procedures to make businesses more efficient and competitive. Coverage includes concepts and approaches in developing information systems, the growing role of the Internet in electronic commerce, and the social and ethical impact of information systems. Emphasis is also placed on the design and use of databases.</td>
<td>Fall</td>
</tr>
<tr>
<td>BUSN 2900</td>
<td>Topics in Business</td>
<td>(1-4 cr)</td>
<td>An examination of a special topic in business; intended for all interested students. Topics may include public administration, supervision, and others. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.</td>
<td>Fall</td>
</tr>
</tbody>
</table>
Chemistry Courses

CHEM 1001  Chemistry: Concepts and Applications  (4 cr)
Basic chemical principles will be presented within the framework of several real world themes that will illustrate the role chemistry plays in our lives. Themes may vary and may include the role chemistry plays in cooking, food and nutrition, crime, pseudoscience, cosmetics, art, polymers, poisons and consumer products to name a few. Emphasis will be placed on using the chemical concepts to solve problems in these topic areas both in the classroom and in the lab. This course is specifically designed for non-majors and fulfills the MnTC goal 3.
Semesters: Spring
MnTC Goals: 3

CHEM 1010  Environmental Chemistry  (4 cr)
Prerequisites: Eligible for MATH 1100
Chemical concepts are covered and applied to understanding and analyzing current environmental issues. Topics include air and water pollution, nuclear power, energy usage, and recycling. Lecture 3 hours; lab 2 hours.
Semesters: Fall
MnTC Goals: 3, 10

CHEM 1020  Survey of Chemistry  (4 cr)
Recommended: Eligible for MATH 0600
Basic principles of chemistry discussed and applied to everyday situations. Tools and methods of investigation used by chemists are introduced through weekly laboratory sessions. Lecture 3 hours; lab 3 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 1050  Foundations of Organic and Biochemistry  (3 cr)
Prerequisites: CHEM 1020
This one-term laboratory course, designed for non-majors, builds on general chemistry concepts to provide an overview of organic and biochemistry with an emphasis on applications to the chemistry of the human body. Topics include solutions and body fluids, acid-base chemistry, relation between structure and reactivity for biochemical molecules, metabolic pathways, and applications of nuclear chemistry. Lecture 2 hours; lab 2 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 1061  Principles of Chemistry 1  (5 cr)
Prerequisites: CHEM 1020 or high school chemistry and MATH 0700 or concurrent registration or high school equivalent
Basic concepts of chemistry: atomic theory, stoichiometry, thermochemistry, chemical bonding, molecular structure, properties and behavior of the physical states, properties of aqueous solutions, kinetics. Lecture 4 hours; lab 3 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 1062  Principles of Chemistry 2  (5 cr)
Prerequisites: CHEM 1061
Continuation of Chemistry 1061: Chemical equilibrium, reaction mechanisms, acid-base chemistry, thermodynamics, electrochemistry, complex ions, qualitative analysis, and nuclear chemistry. Lecture 4 hours; lab 3 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 1900  Topics in Chemistry  (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in chemistry; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

CHEM 2041  Quantitative Analysis  (4 cr)
Prerequisites: CHEM 1062
Lecture and laboratory course emphasizing the theory and practice of gravimetric, volumetric, and instrumental analysis. Lecture 3 hours; lab 3 hours.
Semesters: Fall

CHEM 2058  Organic Chemistry Essentials 1  (4 cr)
Prerequisites: CHEM 1062
Mechanisms and reactions of aliphatic compounds; stereochemistry. Lecture 8 hours; lab 8 hours.
MnTC Goals: 3

CHEM 2059  Organic Chemistry Essentials 2  (4 cr)
Prerequisites: CHEM 2058 or CHEM 2061
Aromaticity and reactions of aromatic compounds, heterocyclic compounds, spectral analysis, and relevant instrumentation, carbonyl polyfunctional compounds (aldehydes, ketones, carboxylic acids), the aldol reaction, carbohydrates, structure of synthetic polymers, amino acids, and proteins. Lecture 8 hours; lab 8 hours.
MnTC Goals: 3

CHEM 2061  Organic Chemistry 1  (5 cr)
Prerequisites: CHEM 1062
Mechanisms and reactions of aliphatic compounds, stereochemistry, spectral analysis, and relevant instrumentation. Lecture 4 hours; lab 4 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 2062  Organic Chemistry 2  (5 cr)
Prerequisites: CHEM 2061 or CHEM 2058 with consent of instructor
Aromaticity and reactions of aromatic compounds, heterocyclic compounds, polynuclear aromatic compounds, carbonyl polyfunctional compounds (aldehydes, ketones, carboxylic acids, carboxylic acid derivatives), enol and enolate chemistry, carbohydrates, synthetic polymers, amino acids, and proteins. Lecture 4 hours; lab 4 hours.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 2096  Internship in Chemistry  (2-4 cr)
Prerequisites: Previous coursework in chemistry and consent of instructor and Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring
MnTC Goals: 3

CHEM 2900  Topics in Chemistry  (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in chemistry; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
CHEM 2921 Biochemistry (3 cr)
Prerequisites: CHEM 2061 and BIOL 1105
This is a one semester non-biochemistry major course designed for students who intend to complete a four year biological sciences major or enter a pre-professional program in dentistry, medicine, veterinary medicine, or pharmacology. Introduction to the fundamentals of biochemistry: structure and function of biological macromolecules; including the study of enzyme catalysis, metabolism and the regulation of metabolism (carbohydrates, lipids, amino acids and nucleotides), comprehensive, quantitative analysis of chemical equilibria, bioenergetics, and the chemical foundation of genetic information. Lecture 3 hours.
Semesters: Spring

Chinese Courses
See World Languages and Cultures Courses.

Communication Courses

COMM 1100 Introduction to Human Communication (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
A broad-based communication course which introduces the student to three areas of skills: interpersonal communication, public speaking, and small group communication. Students may still register for COMM 1101, 1111, or 1121 after taking 1100.
Semesters: Fall, Spring MnTC Goals: 1

COMM 1101 Fundamentals of Public Speaking (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
Instruction and practical experience in the fundamentals of public speaking with each student expected to perform several speeches throughout the course.
Semesters: Fall, Spring MnTC Goals: 1

COMM 1106 Introduction to Mass Communication (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
The primary purpose of this course is to examine mass communication and its influence on society. Particular emphasis will be placed on the interplay between mass communication and economic, social, political, and cultural forces.
Semesters: Fall, Spring MnTC Goals: 5, 9

COMM 1111 Interpersonal Communication (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
The primary purpose of this course is to assist the student in examining and developing competence as an interpersonal communicator in different relationships and in various communication contexts. Cognitive, behavioral, and affective interpersonal skills will be explored.
Semesters: Fall, Spring MnTC Goals: 1

COMM 1113 Public Relations (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
This course emphasizes the application of strategic communication practices including writing, planning, and presentation. It also examines the role of public relations in the modern world of communication, marketing, businesses, and institutions. This is a writing intensive course.
Semesters: Fall, Spring

COMM 1115 Journalism Lab (1-3 cr)
Students earn credit for journalism experience gained as a member of the student newspaper staff. They may register for 1, 2 or 3 credits per semester; students may take the course more than once, but a maximum of 6 credits will be awarded.
Semesters: Fall, Spring

COMM 1121 Small Group Communication (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
Theory and practice in the application of skills learned in the study of small group communication principles. Students will spend a substantial part of their course time participating in groups, completing group projects, and analyzing group processes.
Semesters: Fall, Spring MnTC Goals: 1

COMM 1131 Intercultural Communication (3 cr)
Recommended: COMM 1111 and eligible for ENGC 1101 and READ 1106
This course is designed to raise awareness of cultural values, beliefs and norms, and specifically addresses how culture affects communication choices on the interpersonal, group, cross-cultural, and global levels. Issues of race, ethnicity, class, gender, religion, etc. will be addressed.
Semesters: Fall, Spring MnTC Goals: 7

COMM 1141 Nonverbal Communication (3 cr)
Recommended: COMM 1101 or COMM 1111 and eligible for ENGC 1101 and READ 1106
Nonverbal messages as a formal message system used to communicate. Focuses on the major areas of nonverbal messages. Identifies how nonverbal messages differ according to gender, culture, and power and how this translates into various contexts such as education, business, environment, and interpersonal relationship development.
Semesters: Fall, Spring MnTC Goals: 7

COMM 1421 Media Writing - Journalism (3 cr)
Prerequisites: Eligible for READ 1106
Recommended: Eligible for ENGC 1101
The primary purpose of this course is to develop skills in writing, reporting, and editing for the mass media. This is done through skill-building exercises and writing assignments in varying formats for media audiences. News gathering techniques, media law and ethics, and media careers are also addressed.
Semesters: Fall, Spring
COMM 1440 Introduction to Digital Film and Video Production (3 cr)
Through a series of audio and video productions, students will explore and practice the aesthetic, technical, and communicative elements of digital film, video, and sound production. Particular attention is paid to the skills required to successfully bring a mediated story or message to an audience. This will include story development, the production process (audio and video recording), and post-production (editing). Students will learn to analyze and respond critically to a variety of media productions. Students are required to provide a data storage option for their projects.
Semesters: Fall, Spring MnTC Goals: 5

COMM 1450 Interactive Digital Communication (3 cr)
This course is aimed at helping students master the latest interactive tools for communicating on the world wide web and the strategies and theories employed in their development and use.
Semesters: Fall, Spring

COMM 1900 Topics in Communication (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in the field of communication; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Semesters: Fall, Spring

COMM 2096 Internship in Communication (2-4 cr)
Prerequisites: Previous coursework in Communication and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience in work at sites such as TV stations, newspapers, cable broadcast, and public relations agencies. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

COMM 2111 Family Communication (3 cr)
Recommended: COMM 1111 and eligible for ENGC 1101 and READ 1106
This course explores how communication functions within families to develop, maintain, enrich, or limit family relationships. Descriptive rather than prescriptive, the course emphasizes understanding families as unique communication systems embedded within sub-cultural and cultural ecosystems. Awareness of the functions of communication in families can help students understand more about how and why their families behave as they do. The course also provides several theoretical approaches to help students better understand the interactional dynamics occurring within their family or families.
Semesters: Fall, Spring MnTC Goals: 5

COMM 2900 Topics in Communication (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in the field of communication; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Semesters: Fall

Community Health Worker - Navigator Courses

CHWN 1000 Advocacy and Outreach (2 cr)
The course focuses on the role of the community health worker/navigators’ personal safety, self-care, personal wellness and the promotion of health and disease prevention of clients.
Semesters: Fall

CHWN 1100 Organization, Resources, Teaching and Capacity Building (3 cr)
This course focuses on the community health worker’s knowledge of the community and their ability to prioritize and organize their work. Emphasis is on the use and critical analysis of resources and information problem solving. The second half of the course focuses on the community health worker’s role in teaching and increasing capacity of the community and of the client. Emphasis is on establishing healthy lifestyles and clients developing agreements to take responsibility for achieving health goals. Students will learn and practice methods for planning, developing and implementing plans with clients to promote wellness.
Semesters: Spring

CHWN 1200 Legal and Ethical Responsibilities for the Community Health Worker (1 cr)
This course focuses on the legal and ethical dimensions for the community health worker/navigator role. Included are boundaries of the community health work position, agency policies, confidentiality, liability, mandatory reporting and cultural issues that can influence legal and ethical responsibilities.
Semesters: Spring

CHWN 1300 Coordination, Documentation, Reporting, Informatics, Navigator and Care Coordinator for the Community Health Worker (3 cr)
This module focuses on the importance and ability of the community health worker/navigator to gather, document and report on client visits and other activities. The emphasis is on appropriate, accurate, and clear documentation with consideration of legal and agency requirements and the inclusion of Electronic Health Records and Navigator roles as a means to identify Health Insurance Exchange options, coordinate care, document and gather data.
Semesters: Fall

CHWN 1400 Communication Skills and Cultural Competence (2 cr)
This course provides the content and skills in communication to assist the community health worker/navigator in effectively interacting with a variety of clients, their families and a range of health care providers. Included are verbal/nonverbal communication, listening and interviewing skills, networking, building trust and working in teams. Communication skills are grounded within the context of the community’s culture and the cultural implications that can affect client communication.
Semesters: Fall
CHWN 1500 Health Promotion (3 cr)
Assist clients in realizing healthy eating patterns, integrating exercise into their lives, taking their medications, talking with doctors, controlling substances such as tobacco, preventing heart disease and stroke as well as managing those who already have conditions. Emphasis will be on Maternal and Child health as well as diabetes, cancer, oral health and mental health care and prevention. Emphasis will also be on learning strategies that can be used to aid in client awareness, education and incorporation of health into their daily living.
Semesters: Spring

CHWN 2096 Internship (2 cr)
The goal of the Community Health Worker/Navigator Internship is to provide students the opportunity to use the skills and tools they have learned and apply them to assigned agency’s needs. Students will apply these skills of advocacy and outreach to help individuals and families reduce health disparities. Students will be required to complete 80-90 hours of on the job training and coursework. The on the job weekly hours requirement will be an agreement between the organization, student and faculty advisor.
Semesters: Spring

Computer Science Courses

CSCI 1100 Fundamentals of Computers (4 cr)
Overview of the computer system: the CPU and chip technology, input and output, storage devices, communications and networks, the Internet and World Wide Web, programming and languages, operating systems, applications software, security, privacy and ethics, artificial intelligence, expert systems and robotics, virtual reality, ergonomics, Windows, word processing, spreadsheets, database management systems, presentation graphics.
Semesters: Fall, Spring

CSCI 1101 Introduction to Computing and Problem Solving (4 cr)
Prerequisites: MATH 0700 or MATH 0670 (C or higher) or eligible for MATH 1100
Problem solving techniques in computer programming. A structured approach to algorithm development to solve a large number of problems. Students will write pseudocode to develop problem solving skills. They will write simple programs in one or more programming languages.
Semesters: Fall, Spring

CSCI 1111 Introduction to Programming in C (4 cr)
Prerequisites: CSCI 1101
Problem solving using the C programming language. Topics will include the syntax of the language, operators and expressions, control structures, scoping rules, functions, parameter passing, arrays, strings, pointers, structures, type definitions, file handling, libraries.
Semesters: Fall, Spring

CSCI 1113 Introduction to C/C++ for Engineers (4 cr)
Prerequisites: MATH 1510
Programming for scientists/engineers. C/C++ program-

CSCI 1202 Introduction to Object-Oriented Programming in C++ (3 cr)
Prerequisites: CSCI 1111
Programming in C++ and concepts of C++, with an emphasis on programming techniques and object-oriented programming. Must be completed within the last 7 years prior to receiving the AAS degree in Computer Technology.
Semesters: Spring

CSCI 1203 Introduction to Computer Programming in Java (4 cr)
Prerequisites: CSCI 1111
Introduction to object-oriented programming using the Java programming language. Use of Java for developing conventional applications and Internet-based applications will be examined. Must be completed within the last seven years prior to receiving the AAS degree in Computer Technology.
Semesters: Spring

CSCI 1900 Topics in Computer Science (1-4 cr)
Prerequisites: Topic-dependent
Topics of current interest in the computer sciences, including specialized language courses and operating system courses. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

CSCI 2001 Computer Programming Concepts (4 cr)
Prerequisites: CSCI 1101 and MATH 1510 or concurrent registration
Introduces students to the fundamental principles of programming. Procedures, recursion, and iteration will be presented as algorithmic development techniques. Abstract data types, modularity and the use of abstraction to hide program details will be emphasized throughout the course. The computer language Python is used as a formal way of expressing algorithms and data.
Semesters: Fall, Spring

CSCI 2002 Algorithms and Data Structures (4 cr)
Prerequisites: CSCI 1111 and CSCI 2001
Reinforces the concepts presented in CSCI 2001, such as data abstractions, from an object-oriented programming perspective. Introduces data structures such as stacks, queues, and trees, and introduces sorting algorithms. Students will implement data structures and their operations as abstract data types using an object-oriented approach. The programming language Java is used to express the concepts of the course.
Semesters: Fall, Spring

CSCI 2011 Discrete Structures of Computer Science (4 cr)
Prerequisites: MATH 1510
Concepts fundamental to the analysis of algorithms. Topics include logic, sets, methods of proof including mathematical induction, combinatorics, relations, solution of recurrence relations, graphs, trees.
Semesters: Spring

MnTC Goals: 4
CSCI 2021 Machine Architecture and Organization (4 cr)
*Prerequisites: CSCI 1101 and experience with C, C++, or Java*
Introduction to computer organization, machine language, and use of assembly language programming using the Motorola 680x0.
Semesters: Fall, Spring

CSCI 2031 Introduction to Numerical Computing (4 cr)
*Prerequisites: MATH 1520 and proficiency with C, C++, or Java*
Introduction to numerical analysis. Explores various numerical methods for solving scientific and technical problems including Newton’s method, numerical integration, and a variety of interactive methods.

CSCI 2033 Elementary Computational Linear Algebra (4 cr)
*Prerequisites: MATH 1510*
Semesters: Spring

CSCI 2096 Internship in Computer Science (2-4 cr)
*Prerequisites: Previous coursework in Computer Science and consent of Instructor and the Center for Experiential Education*
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

CSCI 2900 Topics in Computer Science (1-4 cr)
*Prerequisites: Topic-dependent*
Special topic of current interest in the computer sciences, including specialized language courses and operating system courses. Intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Computer Technology Courses

COMT 1107 Introduction to Computer Technology (4 cr)
Topics associated with computers and computing: input/output, central processing unit, storage devices, programming languages, operating systems, PC software programs, security and privacy issues, and trends in computing.
Semesters: Fall, Spring

COMT 1173 PC Architecture Operation and Interface (3 cr)
*Prerequisites: COMT 1107*
Introductory course on the architecture of computers. Using the PC as a representative architecture, the primary components of the PC and their interfaces are examined.

Function of the operating system and its interaction with the computer hardware. Must be completed within the last seven years prior to receiving the AAS degree or certificate in Computer Technology.
Semesters: Spring

COMT 1181 Database Management Systems (3 cr)
*Prerequisites: COMT 1107*
Various database models with emphasis on the relational model. Data relationships and attributes, the use of entity relationship diagrams, and data mapping operations. Must be completed within the last seven years prior to receiving the AAS degree or certificate in Computer Technology.
Semesters: Fall

COMT 1182 Advanced Database with Crystal Reports (3 cr)
*Prerequisites: COMT 1181*
This course will present advanced features of relational database including concurrency control, query optimization, distributed databases, and database administration. It will present many of the constructs of SQL (Structure Query Language), including queries, updates, and deletes. It will provide students with the tools to master report generation through Crystal Reports.
Semesters: Spring

COMT 1184 Telecommunications (3 cr)
*Prerequisites: COMT 1107*
Aspects of telecommunications such as network topology, standards, OSI model, media, modems, data compression, data security, and the Internet. Must be completed within the last seven years prior to receiving the AAS degree in Computer Technology.
Semesters: Spring

COMT 1205 Introduction to Visual Basic (3 cr)
This course introduces the Visual Basic programming language through hands-on development of projects of increasing complexity as the student gains increased understanding of the language. The course will include forms, controls, menus, programming fundamentals, syntax, and file formats. Must be completed within the last seven years prior to receiving the AAS degree in Computer Technology.
Semesters: Fall

COMT 1900 Topics in Computer Technology (3 cr)
*Prerequisites: Topic-dependent*
An examination of a special topic in computer technology; intended for all interested students. Topics may include hardware structures of PCs, hardware/software interactions, structure of programming language, input/output. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

COMT 2096 Internship in Computer Technology (2-4 cr)
*Prerequisites: Previous coursework in Computer Technology and consent of Instructor and the Center for Experiential Education*
This internship course explores careers and training in a supervised work setting. Combines theory with field experience for students to gain enhancement of computer
skills through a computer-related job experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.

Semesters: Fall, Spring

COMT 2186 Microprocessors and Digital Logic (Lecture only) (3 cr)
Prerequisites: COMT 1107 or COMT 1173 (C or higher)
Basic building blocks of digital logic-gates, flip-flops, shift registers. These building blocks are used to create more and more complex forms with the microprocessors being a programmable logic element. Comparison between hard-wired and software based elements are developed as well. There is no laboratory and the prerequisite for NANO 1153 is waived. Must be completed within the last 7 years prior to receiving the AAS degree or certificate in Computer Technology.

Semesters: Fall

COMT 2188 Systems Analysis and Design (3 cr)
Prerequisites: COMT 1173 (C or higher)
The total environment of a computer-based system - analysis, design, implementation, and maintenance. Concepts and tools used in the system development life cycle and analysis of large systems are introduced. Must be completed within the last 7 years prior to receiving the AAS degree or certificate in Computer Technology.

Semesters: Spring

COMT 2201 Preparation for the A+ Exam (2 cr)
Prerequisites: COMT 1173
The A+ Certification course covers the topics required for the two qualifying exams of the A+ certification, Core Hardware, and OS Technologies, (the exams are administered by third-party examiners selected by Comp TIA). The course consists of lecture materials covering exam topics as well as a hands-on laboratory component where the student replaces and updates major components of a personal computer.

COMT 2250 Object Oriented Programming with Java for HCST (4 cr)
Prerequisites: Eligible for CSCI 1101 and COMT 2188
This course enables students to learn object oriented programming principles using the Java programming language. Students will become familiar with Java techniques that are widely used in the industry, including best practices for the implementation of component based software architecture.

Semesters: Fall

COMT 2900 Topics in Computer Technology (3 cr)
Prerequisites: Topic-dependent
An examination of a special topic in computer technology. Intended for second-year students. Topics may include hardware structures of PCs, hardware/software interactions, structure of programming language, and input/output. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

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**Computers/Information Management Courses**

CIM 1000 Computer Keyboarding (3 cr)
Recommended: enrollment during first semester at Normandale to apply skills and knowledge in other courses. Keyboarding skills for students who cannot keyboard by touch. Topics include alphabetic keys, top-row numbers, ten-key pad, common symbols, proofreading. Text processing skills for correspondence (letters, memos and email), and reports. Emphasis on the development of speed to a minimum of 30 words per minute. Students should schedule at least 60 minutes of practice per day.

Semesters: Fall, Spring

CIM 1052 Desktop Publishing (3 cr)
Prerequisites: CIM 1201 or BUSN 1201
Designing and producing information-oriented publications utilizing a personal computer and page-layout software.

CIM 1101 Computer Basics (1 cr)
Information about computers that provides the foundation for understanding how computers operate, how they are used in industry, and how they improve communications. Hands-on work with major applications not included.

CIM 1111 Word Processing 1 (1 cr)
Prerequisites: Eligible for READ 0860 and ENGC 0800. This course is taught using Microsoft Office latest version business software for a PC.

Same word processing content that is presented in CIM 1201 and BUSN 1201.

CIM 1121 Spreadsheets 1 (1 cr)
Prerequisites: Eligible for READ 0860 and ENGC 0800. This course is taught using Microsoft Office latest version business software for a PC.

Same spreadsheet content that is presented in CIM 1201 and BUSN 1201.

CIM 1131 Database Management 1 (1 cr)
Prerequisites: Eligible for READ 0860 and ENGC 0800. This course is taught using Microsoft Office latest version business software for a PC.

Same database management content that is presented in CIM 1201 and BUSN 1201.

CIM 1141 Presentation Graphics 1 (1 cr)
Prerequisites: Eligible for READ 0860 and ENGC 0800. This course is taught using Microsoft Office latest version business software for a PC.

Same presentation graphics content that is presented in CIM 1201, using the most current release of software.

CIM 1201 Information Technology Concepts and Business Software 1 (3 cr)
Prerequisites: Eligible for READ 0860 and ENGC 0900
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.

The purpose of the course is to prepare students for their future academic and professional pursuits using computers. The outcomes are designed to give students the tools...
to exceed the minimum expectations of employers. The course includes computer concepts and computer application software. The students will learn computer concepts of how computers operate, how they are used in industry, and how they improve communications. They will learn computer hardware, software and development, personal productivity software, data communications, the World Wide Web and e-mail, the social challenge, and career options. The students will learn computer application software using document production in word processing, spreadsheets, and database management. Students will create text-based documents to include letters, research reports in MLA and APA formatting with citations, one-page brochure with clip art, page and section breaks, reviewing/tracking features, and creating a resume as a web page; use the formula features, charting, functions, pivot tables and goal seeking for spreadsheets; and use the database features to create tables and reports, import data from Excel, set validation rules, and establish referential integrity of data including sorting and querying to gain skills to use in other courses or in the workplace. This course is required for most upper level Management Information Systems classes at 4-year colleges. (Same as BUSN 1201).

Semesters: Fall, Spring

CIM 1212  Word Processing 2  (1 cr)
Prerequisites: CIM 1111
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
Same word processing content that is presented in CIM 1201 and BUSN 1201.

CIM 1220  Business Problem Solving Analyzing - Excel  (3 cr)
Prerequisites: CIM 1201 or BUSN 1201 (C or higher) or completion of equivalent computer competency tests administered by Normandale’s CIM Department and eligible for READ 1106 and ENGC 1101
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
Emphasizes worksheet formatting, formula design, advanced functions, macro commands (Visual Basic for Applications), graphing, PivotTables, and data analysis. Students will learn features using business scenarios. After taking this course, students will be prepared to take the Microsoft Office Systems (MOS) Excel Certified Application Specialist Exam. (Same as BUSN 1220).

Semesters: Spring

CIM 1222  Spreadsheets 2  (1 cr)
Prerequisites: CIM 1121
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
Same spreadsheet content that is presented in CIM 1201 and BUSN 1201.

CIM 1230  Business Information Management - Access  (3 cr)
Prerequisites: CIM 1201 or BUSN 1201 (C or higher) or completion of equivalent computer competency tests administered by Normandale’s CIM Department and eligible for READ 1106 and ENGC 1101
Emphasizes creating and maintaining a database, creating simple and advanced queries, creating standard and custom forms and reports, enhancing table design, automating tasks with macros, managing and securing a database. After taking this course, students will be prepared to take the Microsoft Office Systems (MOS) Access Certified Application Specialist Exam.

Semesters: Spring

CIM 1232  Database Management 2  (1 cr)
Prerequisites: CIM 1131
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
Same database management content that is presented in CIM 1201 and BUSN 1201.

CIM 1240  Business Word Processing  (3 cr)
Prerequisites: CIM 1201 or BUSN 1201 (C or higher) or completion of equivalent computer competency tests administered by Normandale’s CIM Department and eligible for READ 1106 and ENGC 1101
This course provides skills for students in word processing to be successful in the work place, thus increasing opportunities for employment. Students will use the latest release of word processing application software to create and maintain documents, enhance page layout, create tables and reports, and use templates to create professional business documents. After taking this course, students will be prepared to take the Microsoft Office Systems (MOS) Word Certified Application Specialist Exam.

Semesters: Spring

CIM 1242  Presentation Graphics 2  (1 cr)
Prerequisites: CIM 1141
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
This course is taught using Microsoft Office latest version business software for a PC.

CIM 1250  Intro to Project Management Software  (3 cr)
Prerequisites: CIM 1201 or BUSN 1201 (C or higher) or completion of equivalent computer competency tests administered by Normandale’s CIM Department and eligible for READ 1106 and ENGC 1101
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
An introduction to project management using MS Project. Includes topics such as project management terminology, navigation in MS Project, creating and editing a project schedule, working with charts, resources and filters, tracking progress and costs, and closing a project. Provides a foundation for globally recognized Project Management Institute credentials such as CAPM and PMP. (Same as BUSN 1250.)
CIM 1260  Presentation Software (3 cr)
Prerequisites: CIM 1201, BUSN 1201 (C or higher) and eligible for READ 1106 and ENGC 1101
Recommended: Keyboarding and proofreading skills. This course is taught using Microsoft Office latest version business software for a PC.
The purpose of this course is to prepare students for their future academic and professional pursuits. Students will use the latest release of presentation software to plan and create presentations, print slides, handouts and speaker notes, apply themes, slide transitions, and animation. After taking this course students will be prepared to take the Microsoft Office PowerPoint Specialist Certification Test.

CIM 1600 Computer Training Practicum (3 cr)
Prerequisites: CIM 1201 (C or higher) and consent of Computers/Information Management Program Coordinator
A training and development experience that reinforces computer applications skills and knowledge. Students practice problem-solving skills by tutoring computer users and responding to typical “Help Desk” requests. Students will demonstrate their understanding of professional behavior, show confidence in using the software, find solutions to typical problems, and explore career opportunities in training and development.
Semesters: Fall, Spring

CIM 1900 Topics in Computers/Information Management (1-3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in computer applications; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

CIM 2096 Internship in Computers/Information Management (2-4 cr)
Prerequisites: Previous coursework in Computers/Information Management and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

CIM 2900 Topics in Computers/Information Management (1-3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in computer applications; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Counseling and Career Development Courses

CCD 1170 Career Exploration (1 cr)
Prerequisites: Eligible for ENGC 0900 and READ 0960
Relate self-understanding of interests, values, personality and skills to career options through exercises and inventories as you explore career fields.
Semesters: Fall, Spring

CCD 2000 Global Career Development Facilitator Program (GCDF) (8 cr)
Prerequisites: Prior experience and instructor’s permission
Recommended: Eligible for READ 0960 and ENGC 0900
A certificate training program for career development facilitators. The course consists of the education of career development facilitators in the following areas: career development overview, theory and information, helping and assessment skills, career information, resources and program design, reality checks, goal setting and action goals.
Semesters: Fall, Spring

Dental Hygiene Courses

Note: Courses are web-enhanced, requiring computer and internet access.

DENH 1112 Oral and Facial Anatomy (3 cr)
Prerequisites: Acceptance into Dental Hygiene Program
Study of the structures of the head, neck, and oral cavity. Topics include histology, embryology, tooth morphology, eruption patterns of the teeth, head and neck anatomy, and occlusion as it relates to the practice of dental hygiene. Practical laboratory exercises.
Semesters: Fall

DENH 1140 Pre-Clinic Theory (3 cr)
Prerequisites: Acceptance into Dental Hygiene Program
Co-requisites: DENH 1141
Introduction to the fundamentals of dental hygiene care. Emphasis on infection control, patient assessment, emergencies, the special needs patient, periodontal disease process, patient self-care, dental deposits, and selective polishing. Practical application experience in pre-clinical skill development. Lecture 3 hours.
Semesters: Fall

DENH 1141 Pre-Clinic Skill Development (3 cr)
Prerequisites: Acceptance into Dental Hygiene Program
Co-requisites: DENH 1140
Skill development sessions structured to develop actual experience in infection control procedures, patient assessment, instrumentation skills, dental emergencies, deposit removal, mechanical polishing, and topical fluoride application. Small groups will be utilized for practical application skills with students working on each other. Lab/clinic 8 hours.
Semesters: Fall

DENH 1142 Clinic 1 Theory (2 cr)
Prerequisites: Acceptance into Dental Hygiene Program DENH 1112, DENH 1140 and DENH 1141
Co-requisites: DENH 1143
Continuation in the study of the dental hygiene care process. Emphasis on professionalism, patient care planning, record keeping, debridement, dental caries process, dietary counseling, saliva, and fluoride. Lecture 2 hours.

Semesters: Spring

DENH 1143 Clinic 1 (4 cr)  
Prerequisites: Acceptance into Dental Hygiene Program DENH 1112, DENH 1140 and DENH 1141  
Co-requisites: DENH 1142  
Students begin fundamental patient care by providing clinical, preventive, educational, and therapeutic service in a supervised clinical setting. Clinic 8 hours.

Semesters: Spring

DENH 1150 Dental Radiology (4 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1112  
Co-requisites: DENH 1142 and DENH 1143  
Theory, techniques, and procedures for exposing and processing dental radiographs; interpretation of dental radiographs; and practical application in dental radiography lab and clinical setting. Lecture 3 hours; lab/clinic 2 hours.

Semesters: Spring

DENH 1151 Accelerated Dental Radiology (2 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and Instructor’s permission  
Co-requisites: DENH 1142 and DENH 1143  
Theory, techniques, and procedures for exposing and processing dental radiographs; interpretation of dental radiographs, and practical application in dental radiography lab and clinical setting. Lecture 3 hours; clinic 2 hours last five weeks of semester.

Semesters: Spring

DENH 1160 Dental Materials (2 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1140, DENH 1141 and DENH 1150  
Study, demonstration, and manipulation of materials used in dental procedures. Lecture 1 hour; lab 2 hours.

Semesters: Spring

DENH 1161 Accelerated Dental Materials (1 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and Instructor’s permission  
Co-requisites: DENH 1140, DENH 1141 and CHEM 1050  
The advanced study, demonstration, and manipulation of materials used in dental procedures. Dates and times are determined by course instructor.

Semesters: Spring

DENH 1162 Pharmacology for the Dental Hygienist (2 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1110, DENH 1140, and BIOL 2042  
Co-requisites: DENH 1142 and DENH 1143  
This course focuses on applying pharmacology knowledge to dental hygiene clinical practice. Understanding drug groups, pharmacologic effects, adverse reactions, drug contraindications, and interactions will encourage treatment modification and ensure safe patient care. Lecture 2 hours.

Semesters: Spring

DENH 1900 Topics in Dental Hygiene (1-4 cr)  
Prerequisites: Topic-dependent  
Skill development in various special areas of dental hygiene; intended for any interested dental hygiene student. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

DENH 2096 Internship in Dental Hygiene (2-4 cr)  
Prerequisites: Previous coursework in Dental Hygiene and consent of professor and the Center for Experiential Education  
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.

Semesters: Fall, Spring

DENH 2240 Clinic 2 Theory (2 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1142  
Co-requisites: DENH 2241  
Emphasis on advanced clinical procedures, professionalism, ethics, quality assurance, evidence-based dental hygiene practice, and patients with special needs. Lecture 2 hours.

Semesters: Fall

DENH 2241 Clinic 2 (6 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1143  
Co-requisites: DENH 2240  
Continuation of patient care by providing clinical, preventive, educational, and therapeutic services in a supervised clinical setting. Clinic 12 hours.

Semesters: Spring

DENH 2242 Clinic 3 Theory (2 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1142, DENH 2240, DENH 2241 and DENH 2264  
Co-requisites: DENH 2241  
Orientation to ethics, jurisprudence, dental specialties, practice management, job placement, résumés, interviewing skills, and career opportunities. Lecture 2 hours.

Semesters: Spring

DENH 2243 Clinic 3 (6 cr)  
Prerequisites: Acceptance into Dental Hygiene Program and DENH 2240, DENH 2241 and DENH 2264  
Co-requisites: DENH 2242  
Continuation of patient care to attain clinical competency in preparation for practical examinations and licensure. Clinic 12 hours.

Semesters: Spring

DENH 2244 Clinical Enrichment (1-3 cr)  
Prerequisites: DENH 2241 or DENH 2243 and Instructor’s permission  
This course is designed to offer students additional skill development in clinical dental hygiene and/or radiology.
DENH 2252 Clinical Radiology 1 (1 cr)
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1150
Co-requisites: DENH 2241
Practice of radiographic technique and radiographic interpretation in a clinical setting. Clinic 2 hours.
Semesters: Fall

DENH 2254 Clinical Radiology 2 (1 cr)
Prerequisites: Acceptance into Dental Hygiene Program, DENH 1150 and DENH 2252
Co-requisites: DENH 2243
Practice of radiographic technique and radiographic interpretation in a clinical setting. Clinic 2 hours.
Semesters: Spring

DENH 2263 Pain Management (2 cr)
Prerequisites: Acceptance into Dental Hygiene Program and in the process of developing competence in clinical dental hygiene care; DENH 1142, DENH 1162 and BIOL 2042
Preparation of the dental hygiene student in effective and safe administration of local anesthesia and nitrous oxide-oxygen inhalation sedation. Lecture 1 hour; lab/clinic 2 hours.
Semesters: Fall

DENH 2264 Periodontics for the Dental Hygienist (2 cr)
Prerequisites: Acceptance into Dental Hygiene Program, BIOL 2204; DENH 1112, DENH 1142, DENH 1143
Co-requisites: DENH 2240 and DENH 2241
Periodontal diseases as the scientific basis for dental hygiene; recognition of the etiologic factors and abnormal conditions in the supporting structures. Philosophy and clinical approaches to periodontal therapy and the role of the dental hygienist. Lecture 2 hours.
Semesters: Fall

DENH 2266 General and Oral Pathology (2 cr)
Prerequisites: Acceptance into Dental Hygiene Program and DENH 1110; DENH 1112, DENH 1140, DENH 1141, DENH 1150, DENH 1162, BIOL 2041, BIOL 2042, BIOL 2204 and CHEM 1050
Co-requisites: DENH 2264
The identification, pathogenesis, histology, prevention and management of oral diseases; the oral manifestations and complications associated with systemic diseases; and the basic principles and aspects of pathology related to dental healthcare. Lecture 2 hours.
Semesters: Fall

DENH 2281 Preventive Concepts in Community Dental Health (2 cr)
Prerequisites: Acceptance into Dental Hygiene Program
Introduction to federal, state, and local public health programs. Epidemiology, prevention and control of oral diseases at the community level. Principles of assessment, diagnosis, planning, implementation, evaluation, and documentation of dental public health programs. Implementation of a community oral health service project in an extramural setting. Lecture 2 hours.
Semesters: Spring

DENH 2900 Topics (1-4 cr)
Prerequisites: Topic-dependent
Skill development in various special areas of dental hygiene; intended for second-year dental hygiene students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Dietetic Technology Courses

DIET 1110 Life Cycle Nutrition (3 cr)
Prerequisites: HLTH 1107 or other nutrition course
Nutritional needs for pregnancy, lactation, infancy, childhood, adolescents, and people who have allergies. Nutritional requirements and problems of the elderly.
Semesters: Fall

DIET 1154 Nutrition Education and Counseling (3 cr)
Prerequisites: HLTH 1107
Co-requisites: DIET 2259
Interviewing, counseling and education principles applied to normal and therapeutic nutrition. Computer use in nutritional assessment. Students plan, develop, present and evaluate a lesson for a group. Students provide nutritional counseling to a client.
Semesters: Fall

DIET 1259 Medical Nutrition Therapy 1 (4 cr)
Prerequisites: HLTH 1107
This course introduces basic skills required in the dietetics profession. It covers medical nutrition therapy for disease states requiring modified diets and medical terminology. Techniques to modify diets and promote patient compliance are taught.
Semesters: Fall

DIET 1269 Food Systems Management (3 cr)
Quantity food production, menu planning, cost controls, food purchasing, and financial controls.
Semesters: Fall

DIET 1271 Clinical Experience 1 - Food Service Management (3 cr)
Prerequisites: DIET 1269 or concurrent registration
Food production and management in a healthcare setting. 10 hours per week.
Semesters: Fall

DIET 1900 Topics in Dietetic Technology (1-4 cr)
Prerequisites: Topic-dependent
Skill development in various special areas of dietetic technology; intended for any interested dietetic technology student. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
DIET 2096 Internship in Dietetic Technology (2-4 cr)
Prerequisites: Previous coursework in Dietetic Technology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

DIET 2145 Experimental Foods (3 cr)
Prerequisites: CHEM 1062 or HLTH 1107
Discover the scientific explanation responsible for changes during cooking while conducting experiments on vegetables, fruits, eggs, milk, and cheese products. Lecture 2 hours; lab 2 hours. (Same as FSCI 2100).
Semesters: Spring

DIET 2259 Medical Nutrition Therapy 2 (5 cr)
Prerequisites: DIET 1110, DIET 1154 and HLTH 1107
Co-requisites: DIET 2261
This course builds on the skills learned in DIET 1259: Medical Nutrition Therapy 1. In this course, students will apply those skills to more complex disease conditions.
Semesters: Spring

DIET 2261 Clinical Experience 2 - Medical Nutrition Therapy (4 cr)
Prerequisites: DIET 1154, HLTH 1107 and DIET 2259 or concurrent registration
Patient interviews, chart reading, diet calculation, nutrition screening in a hospital setting. Nutrition care planning in a long-term care setting. 160 hours.
Semesters: Spring

DIET 2270 Community Nutrition: Political and Cultural Concerns (2 cr)
Prerequisites: HLTH 1107
Study of federal and local nutritional concerns, feeding programs, poverty, and ethnic food habits. 20 hours of service learning is incorporated into this class.
Semesters: Spring

DIET 2272 Clinical Experience 3 - Community Nutrition (3 cr)
Prerequisites: DIET 1110, DIET 1154, DIET 2259, DIET 2261, DIET 2270 and HLTH 1107
Community nutrition field experiences in public health agencies; 140 hours in community setting, as arranged.

DIET 2900 Topics in Dietetic Technology (1-4 cr)
Prerequisites: Topic-dependent
Skill development in various special areas of dietetic technology; intended for second year dietetic technology student. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Economics Courses

ECON 1100 Personal Finance (3 cr)
Recommended: Eligible for READ 1106
A survey of cash management, credit management, housing, taxes, insurance, investing, and retirement planning. Tools and strategies for making responsible financial decisions and improving one’s financial well-being. How to craft financial plans consistent with one’s goals and values.
Semesters: Fall, Spring MnTC Goals: 9

ECON 1200 Consumer Economics (3 cr)
Recommended: Eligible for READ 1106
Economic principles relevant to consumers; consumer information gathering and decision-making; consumer issues and problems. Laws, government regulations, and policies affecting consumers.
Semesters: Fall, Spring

ECON 1400 Survey of Economics (3 cr)
Recommended: Eligible for READ 1106
A survey of microeconomic and macroeconomic principles illustrated by a discussion of current economic policies, issues, and problems. This course cannot be taken for credit after ECON 2201 or ECON 2202. This course is not intended to satisfy the entrance prerequisites for most four-year programs in economics, business, or accounting.
Semesters: Fall, Spring MnTC Goals: 5, 9

ECON 1900 Topics in Economics (1-3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in economics; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ECON 2096 Internship in Economics (2-4 cr)
Prerequisites: Previous coursework in Economics and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

ECON 2101 Principles of Microeconomics (3 cr)
Recommended: READ 1106
Theories of how various types of product, service, and resource markets operate and resulting implications for public policy. Decision-making by consumers, business firms, and government. Price determination, resource allocation, and income determination via markets.
Semesters: Fall, Spring MnTC Goals: 5, 9

ECON 2202 Principles of Macroeconomics (3 cr)
Recommended: READ 1106
Theories that explain the overall performance of the economy. Measurement of national income, unemployment, and inflation; role of money and the banking system. Policies that stabilize the economy and promote economic
growth. International trade and finance within the framework of the global economy.
Semesters: Fall, Spring

EDUC 1120 Spanish for Educators 1 (3 cr)
Spanish for Educators 1 is the first of two courses designed for English-speaking educators and future educators who need to acquire vocabulary and develop basic Spanish skills in order to communicate with Spanish-speaking students and their parents on a variety of school-related topics. In addition, the course seeks to provide learners with an understanding of key concepts about Hispanic culture which influence interactions in educational settings. (Same as SPAN 1120).
Semesters: Fall, Spring

EDUC 1220 Spanish for Educators 2 (3 cr)
Prerequisites: EDUC 1120
Spanish for Educators 2 is the second of two courses designed for English-speaking educators who need to develop basic conversational Spanish skills in order to communicate with Spanish-speaking students and their parents on a variety of school-related topics. In this course, students will learn to construct sentences and questions using twelve “high-frequency” structures in Spanish, along with one hundred and twenty verbs relevant to educational settings. Students continue to develop vocabulary related to classroom and school settings. Situational dialogues and role-plays are an important part of this course. Along with developing conversational skills, attention is given to further development of beginning listening, reading and writing skills. Cultural practices and perspectives are presented through the art and literature of the Spanish-speaking peoples. The cultural components in Spanish for Educators 2 are designed to encourage teachers to use authentic Hispanic art and literature in their own classrooms or school communities to raise awareness and understanding about the cultures of Spanish-speaking peoples in Minnesota and the United States.
Semesters: Spring

EDUC 2096 Internship in Education (2-4 cr)
Prerequisites: Previous coursework in Education and Consent of instructor and consent of the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience in schools and similar educational sites. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

EDUC 2101 Educational Technology (3 cr)
Prerequisites: EDUC 1101
This course is designed to provide opportunities to explore and develop skills in using current technology platforms, software, and formats; demonstrating the current best practices of using technology as a tool to enhance learning; integrating technology into classrooms; and raising awareness of accessibility tools that could meet the needs of students with impairments or disabilities.
Semesters: Fall, Spring

EDUC 2331 Professional Practice and Design of Individual Education Programs (2 cr)
Prerequisites: EDUC 1101, EDUC 2408
This course will introduce teacher candidates to different aspects of being a special educator, including writing Individual Education Program plans, working collaboratively, addressing strategies for working with paraprofessionals, and developing an understanding of collaboration, including co-teaching in the classroom to assist student learning.
Semesters: Fall, Spring

EDUC 2408 Individuals with Diverse and Exceptional Needs (4 cr)
Prerequisites: EDUC 1101
This course is designed to provide an introduction and overview of the characteristics and educational needs of children and youth with diverse and exceptional needs in all schools. The course introduces Minnesota Graduation Standards Rules in relationship to the needs of students with diverse and exceptional needs.
Semesters: Fall

EDUC 2409 Learning and Human Development for Diverse Learners (4 cr)
Prerequisites: EDUC 1101
This course is designed to introduce second-year students to theories of learning and human development as they relate to regular and diverse learning populations. Students will acquire an understanding of the many factors that affect learning and human development as well as strategies that can be used to enhance learning for all populations.
Semesters: Fall
Engineering Courses

ENGR 1020 Introduction to Engineering Design (4 cr)
Prerequisites: Eligible for MATH 1510
Develop skills critical for mechanical and electrical engineers. Extensive exposure to visual, written, and oral communication forms and to computer-based design tools. Substantial design projects, including prototype construction.
Semesters: Fall, Spring

ENGR 1900 Topics in Engineering (1-4 cr)
An examination of a special topic in engineering; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ENGR 2001 Circuits with Electronics 1 (5 cr)
Prerequisites: MATH 1520 and PHYS 1121
Physical principles underlying circuit element models. Resistive circuits, Kirchhoff’s laws, independent and dependent sources, node-voltage and mesh-current methods, op-amps, inductors, and capacitors. First- and second-order circuits; diodes, BJTs, and FETs, and elementary amplifiers. Experiments with simple circuits and electronics. Familiarization with measurement tools and equipment. Lecture 4 hours; lab 2 hours.
Semesters: Fall, Spring

ENGR 2011 Circuits with Electronics 2 (4 cr)
Prerequisites: MATH 2520 and PHYS 1122
Elements of signal and linear system analysis. Sinusoidal steady state analysis, Laplace transforms, two-port circuits, frequency selective circuits, active filter circuits, single-stage transistor amplifier frequency response of BJTs and FETs.
Semesters: Spring

ENGR 2096 Internship in Engineering (2-4 cr)
Prerequisites: Previous coursework in Engineering and consent of professor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall

ENGR 2231 Thermodynamics (3 cr)
Prerequisites: CHEM 1061, PHYS 1121
This course will cover the conservation of mass and energy and entropy balance; the properties, equations of state, and the processes and cycles for reversible and irreversible thermodynamic systems; and modes of energy transfer. Thermodynamic principles will be applied to modern engineering systems.
Semesters: Fall

ENGR 2235 Statics (3 cr)
Prerequisites: MATH 1520 and PHYS 1121 (C or higher)
Vector algebra; application of equilibrium equations to analyze simple engineering structures and machines including the nature and influence of friction; elementary theory of statically determinate framed structures.
Semesters: Fall, Spring

ENGR 2236 Dynamics (3 cr)
Prerequisites: MATH 1520 and PHYS 1121 (C or higher)
Recommended: ENGR 2235
Review of particle dynamics; mechanical systems and the rigid body model; equilibrium, kinematics, and dynamics of plane systems; technical applications.
Semesters: Spring

ENGR 2301 Introduction to Digital Systems Design A (2 cr)
Prerequisites: ENGR 2301
This is the first half of an introduction to digital logic. It is recommended for mechanical, aerospace, computer, and electrical engineering students. Topics include Boolean algebra, logic gates, Karnaugh mapping, and analysis of combinational circuits. Includes 3 lecture hours and 2 lab hours each week for half of the semester.
Semesters: Fall

ENGR 2302 Introduction to Digital Systems Design B (2 cr)
Prerequisites: ENGR 2301
This is the second half of an introduction to digital logic course. It is recommended for computer and electrical engineering students. Topics include: logic simplification, sequential logic, design of synchronous sequential logic circuits, VHDL modeling, and design of digital logic circuits. Includes 3 lecture hours and 2 lab hours each week for half of the semester.
Semesters: Fall

ENGR 2331 Deformable Body Mechanics (3 cr)
Prerequisites: ENGR 2235, MATH 1520, MATH 2520 or concurrent registration
This course is an introduction to the linear stress-strain behavior of engineering materials. Topics will include stresses due to uniaxial loading, bending and torsion, stress transformations, beam deflections, indeterminate structures, and column buckling.
Semesters: Spring

ENGR 2900 Topics in Engineering (1-4 cr)
An examination of a special topic in engineering; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Engineering Technology Courses

**ENGT 1050 Bridging Engineering and Education**  
(3 cr)  
*Prerequisites: Minimum of 6 credits in both college-level math and science or instructor approval*  
This course is a hands-on engineering experience, intended for elementary education majors, which covers topics in science, engineering, and technology with an emphasis on understanding what engineers do and how they make a world of difference. Students will learn that with some creativity and knowledge of the engineering design process, everyone can engineer. Topics that may be covered include: weather, water, simple machines, sound, plants, energy, and electricity; with corresponding engineering fields of mechanical, environmental, industrial, acoustical, package, green, and electrical. The structure and philosophy of engineering curricular materials, engineering activities, and appropriate instructional strategies will be emphasized in this course. Students will be prepared to deliver the Minnesota engineering standards in elementary math and science classes.  
Semesters: Spring

**ENGT 1153 AC/DC Circuits**  
(4 cr)  
*Prerequisites: MATH 1100 (C or higher) or eligible for MATH 1500*  
A survey course designed to give understanding to the relationships of work, power, energy, and electrical charge as well as to the relationships of voltage, resistance, current, and capacitance. A laboratory experience includes analyzing basic series, parallel AC and DC circuits; identification and application of electronic components; gaining competence using electronic measuring instruments.  
Semesters: Fall

**ENGT 1180 Manufacturing Processes**  
(2 cr)  
*Prerequisites: MATH 0700 or concurrent registration or eligible for MATH 1100, eligible for ENGC 1101, eligible for READ 1106*  
Manufacturing processes are technology-based operations which realize the transformation of various raw input materials into a physical product. This course provides an overview of the types of materials used to create products and the basic manufacturing processes involved in manipulating those materials. Other critical functions performed in a manufacturing environment will be discussed such as statistical process control, transportation, and packaging.  
Semesters: Spring

**ENGT 1184 Fluid Mechanics**  
(3 cr)  
*Prerequisites: MATH 1100 (C or higher) or eligible for MATH 1500*  
This course addresses fundamental concepts in fluid mechanics and introduces algebraic-based methods for modeling the behavior of fluids under static and dynamic conditions. Applications of hydraulic and pneumatic systems illustrate the significance of fluid power technology integration in support of various engineering systems. Laboratory activities examine physical characteristics and properties of fluid systems, fluid flow, fluid power, energy storage in fluid systems and behavior of pneumatic and hydraulic systems.  
Semesters: Spring

**ENGT 1290 Measurement and Process Control**  
(2 cr)  
*Prerequisites: Eligible for MATH 1100 and ENGC 1101 and READ 1106*  
Industrial manufacturers apply a variety of statistical-based techniques to more effectively address the quality of product design and production outcomes. This course examines how manufacturers make decisions about what product and process data to collect and how they assess the adequacy of the measurement system. Students will set up and interpret histograms and process control charts to identify chance or assignable variation in a collected data set. Students will run a design of experiments study to determine the impact key design and process parameters have on system performance.  
Semesters: Fall, Spring

**ENGT 1511 Introduction to Engineering Technology (PLTW™)**  
(3 cr)  
*Prerequisites: Eligible for MATH 1100 and ENGC 1101*  
Introduction to Engineering Technology which is based on curriculum by Project Lead the Way (PLTW™) overviews the role of technology in society and provides an introduction to the use of certain engineering technologies. Course activities and projects include: creating simple control systems to experience fundamental concepts in automation and robotics; documenting simple engineering design and assembly concepts and creating rapid prototypes through the use of computer-aided-design (CAD) 3-D modeling software; and completing a focused research project related to the role of technology in society.  
Semesters: Fall, Spring

**ENGT 1512 Principles of Engineering (PLTW™)**  
(3 cr)  
*Prerequisites: ENGT 1511 or concurrent registration, MATH 1100 or concurrent registration, and eligible for ENGC 1101*  
Principles of Engineering, which is based on curriculum developed by Project Lead the Way (PLTW™) introduces several core engineering technology topics: the engineering design process; engineering foundation concepts in mechanics, thermodynamics, fluid systems, electrical systems, control systems; statics, strength of materials and material testing; and dynamics/kinematics. Students complete a variety of activities and projects to learn how engineers and technicians use math, science, and technology in the engineering problem-solving process.  
Semesters: Spring

**ENGT 1513 Digital Electronics Technology (PLTW™)**  
(3 cr)  
*Prerequisites: ENGT 1511, ENGT 1153 and eligible for ENGC 1101*  
Digital Electronics which is based on curriculum developed by Project Lead the Way (PLTW™) is an introduction to several foundation concepts in digital electronics design. Students complete a variety of activities and projects to discover how engineers and technicians use mathematics, science, and technology in an engineering problem-solving process to create and evaluate solutions for specified tasks.  
Semesters: Spring
ENGT 1514 Computer Integrated Manufacturing (PLTW™) (3 cr)
Prerequisites: ENGT 1511, eligible for MATH 1100 and ENGC 1101 or READ 1106
Computer Integrated Manufacturing builds on computer solid modeling skills developed in Introduction to Engineering Design (ENGT 1511), a Project Lead the Way (PLTW™) course taught in high schools. Students use Computer Numerical Control (CNC) equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing and design analysis are included.
Semesters: Spring

ENGT 1516 Biotechnical Engineering (3 cr)
Prerequisites: Eligible for MATH 1100 or high school Algebra 2 (B or higher), and eligible for ENGC 1101 or READ 1106
Introduction to the diverse fields of bio-chemistry, bio-engineering, and bio-medical device engineering through the integrated application of biology, physics, technology, and mathematics. Students complete projects related to the following topics: DNA modeling, pathogen identification, forensic science, bio-reactions and bio-processing, orthopedics and cardiovascular devices. Lecture 2 hours; lab 2 hours.
Semesters: Spring

ENGT 2096 Internship in Engineering Technology (2-4 cr)
Prerequisites: Previous coursework in Engineering Technology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

ENGT 2188 Electronics and Automation (4 cr)
Prerequisites: ENGC 1101, ENGT 1153
This course provides an introduction to automation with a focus on the operation, maintenance, and troubleshooting of automated systems in industrial settings. An understanding of the essential mechanical, electrical, and software sub-system technologies integrated as a fully functional automated system is developed. A short unit on electronics provides foundation for learning the digital-based communication interfaces. The function of sensors, actuators, and controllers is addressed. Project work will provide hands-on opportunities to experience the characteristics and behaviors of automated systems.

English for Academic Purposes Courses

EAP 0650 Speaking and Listening Skills 1 (3 cr)
Prerequisites: Eligible for EAP 0750 and EAP 0850
This course for non-native speakers of English provides instruction in the vowels, consonants, rhythm, stress, and intonation of American English and practice in speaking and listening skills. Grading options are A-F or P/NC.
Semesters: Fall

EAP 0660 Speaking and Listening Skills 2 (3 cr)
Prerequisites: Eligible for EAP 0750 and EAP 0850
This course for non-native speakers of English builds on the skills of EAP 0650 with a focus on academic American English. Grading options are A-F or P/NC.
Semesters: Spring

EAP 0750 EAP Grammar and Writing 1 (5 cr)
Prerequisites: Eligible for EAP 0750 and EAP 0850 or higher
This course for non-native speakers of English provides instruction in grammar and writing for intermediate EAP students. Topics include verb tenses, sentence skills, mechanics, and beginning paragraph writing skills. Grading options are A-F or P/NC.
Semesters: Fall, Spring

EAP 0760 EAP Grammar and Writing 2 (5 cr)
Prerequisites: EAP 0750 (C/P or higher) or Eligible for EAP 0750 and EAP 0850 or higher
This course for non-native speakers of English is a continuation of EAP 0750. It provides instruction in grammar and writing for high-intermediate EAP students. Topics include verb tenses, clauses, pre-writing, organization, and paragraph writing. Students must pass both the course and an exit exam. Grading options are A-F or P/NC.
Semesters: Fall, Spring

EAP 0850 Reading and Vocabulary 1 (5 cr)
Prerequisites: Eligible for EAP 0750 and EAP 0850 or higher
This course for non-native speakers of English improves their literal reading comprehension skills and introduces them to higher-level reading and thinking skills. Grading options are A-F or P/NC.
Semesters: Fall, Spring

EAP 0855 EAP Reading and Vocabulary 2 (4 cr)
Prerequisites: EAP 0850 (C/P or higher) Eligible for EAP 0750 and EAP 0855 or higher
This course for non-native speakers of English builds on the skills of EAP 0850. Students will continue to improve their literal and inferential reading skills in a variety of genres. In addition, they will continue to work on improving their vocabulary. They will also begin to understand complex written processes and analyze several features of fiction. Grading options are A-F or P/NC.
Semesters: Fall, Spring
EAP 1000  Introduction to College  (1 cr)
Prerequisites: Eligible for EAP 0750, EAP 0760, EAP 0850 or EAP 0855
This course for non-native speakers of English introduces students to the skills, strategies, and resources needed for a successful start to college in the U.S. Students will practice reading, writing, listening, and speaking skills as they complete the assignments.
Semesters: Fall, Spring

EAP 1900  Topics in English for Academic Purposes  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in English for Academic Purposes; intended for first-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

EAP 2900  Topics in English for Academic Purposes  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in English for Academic Purposes; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

English Composition Courses

ENGC 0800  Fundamentals of Writing  (3 cr)
Prerequisites: EAP 0760 or eligible for ENGC 0800, and eligible for READ 0860
This course focuses on the writing skills needed to produce paragraphs and short essays. During the semester, students 1) analyze ideas; 2) follow a process for academic writing; 3) communicate clear ideas in developed paragraphs with main points and logically sequenced sentences; 4) demonstrate conventional sentence structure, punctuation and spelling, as well as vocabulary and usage. Grading options are A-F or Pass/No Credit. A grade of Pass/C or better is required to register for ENGC 0900.
Semesters: Fall, Spring

ENGC 0900  Preparation for College Writing  (4 cr)
Prerequisites: ENGC 0800 (C or higher) and eligible for READ 0960, or eligible for ENGC 0900 and READ 0960
This course focuses on writing skills needed to write essays. During the semester, students 1) understand the planning and writing process for thesis-focused, multi-paragraph essays; 2) develop ideas in paragraphs containing a topic sentence, clear order, adequate detail, transitions, and a conclusion; 3) become familiar with the basic process of research and citation; 4) demonstrate conventional grammatical sentence structure, punctuation, and spelling; 5) move towards college-level vocabulary and usage. Sources for writing model analysis and study include published articles and essays and assigned student work. Students must pass the course with a C/P or better to move on to ENGC 1101.
Semesters: Fall, Spring

ENGC 1101  Freshman Composition  (4 cr)
Prerequisites: ENGC 0900 (C or higher) and eligible for READ 1106, or eligible for ENGC 1101 and READ 1106
In this essential college-level writing course, students will practice the skills necessary for success in college and professional writing. Students will develop and apply critical reading and thinking skills in a variety of research and writing assignments, including analysis and argument, with some essays based on literary texts and other sources.
Semesters: Fall, Spring MnTC Goals: 1

ENGC 1102  Technical Writing  (3 cr)
Prerequisites: ENGC 1101 (C or higher)
Students will learn principles and practices of writing and designing technical documents for audience-specific purposes and varied print and electronic formats. Students will research, write, and tailor material to organizational, industrial, task-oriented, or procedural purposes. Typical assignments include instructions, documentation, reports, procedures, and resumes. Access to Microsoft Office software is required.
Semesters: Fall, Spring

ENGC 1103  Business Writing  (3 cr)
Prerequisites: ENGC 1101 (C or higher)
The course focuses on principles and practices used in effective business-related writing. Students will analyze the purpose and audience for writing and develop appropriate messages. The course will cover standard formats of written communication for print and electronic media and correspondence, including letters, reports, career communication and resumes, and e-mail messages.
Semesters: Fall, Spring

ENGC 1900  Topics in Composition  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic or field in composition. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ENGC 2000  Writing about Literature  (3 cr)
Prerequisites: ENGC 1101 (C or higher)
This course introduces students to writing about literature using multiple critical lenses. The students write increasingly sophisticated essays analyzing literature and synthesizing critical sources while developing their understanding of audience and tone in writing.
Semesters: Spring

ENGC 2020  Advanced Grammar  (3 cr)
Prerequisites: ENGC 1101 and eligible for READ 1106
This course presents an overview of basic to advanced grammar concepts, their functions, and their varied and appropriate usage in written English at different levels. It also incorporates various explanations of how grammar is learned. Additional topics may include language acquisition and its cultural contexts.
Semesters: Spring
ENGL 1000  Introduction to Literature  (3 cr)
Prerequisites: Eligible for ENGC 0900 and READ 0960
By reading a variety of literary works and discussing/interpreting them from multiple perspectives, students will learn to understand and enjoy literature.
Semesters: Fall, Spring MnTC Goals: 6

ENGL 1021  Literary Magazine  (3 cr)
Prerequisites: Eligible for ENGC 0900 and READ 0960
By reading, discussing and evaluating contemporary works written in a variety of genres, enrolled students will develop a critical appreciation for literature as a living art form and become "literary citizens," taking part in the reading, writing, publication and discussion of creative work through their work on the student literary journal, The Paper Lantern.
Semesters: Fall, Spring

ENGL 1120  Graphic Novels  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read, discuss, and analyze graphic novels from a variety of genres in terms of the interplay of word and image central to this narrative medium. Analysis will include looking at the ways graphic novels represent popular culture, politics, philosophy, history, social issues, and personal identity across multiple cultures.
MnTC Goals: 6

ENGL 1130  Literature of Diversity  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read, discuss, and write about literature written by Americans who have traditionally been under-represented in the literary canon. The readings will include works by African Americans, Asian Americans, Latina/o Americans, Native Americans, and others, including American-educated writers born elsewhere. The writers will represent various literary periods, as well as genres, and will be discussed in socio-cultural and historical contexts.
Semesters: Fall, Spring MnTC Goals: 6, 7

ENGL 1140  Gender and Literature  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Read, discuss, and write about works of literature from a gender-focused perspective. Topics students may explore include literary images of men and women, representations of gender in literature, portrayals of gender-based attitudes and values, and the ways in which writing can change conventional views of gender.
Semesters: Fall, Spring MnTC Goals: 6

ENGL 1150  Contemporary Literary Studies  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
By reading contemporary literary works, discussing and developing interpretations of them, and writing about the literature and the period, students will examine how contemporary literature represents the struggles and themes of modern life.
Semesters: Fall, Spring MnTC Goals: 6

ENGL 1170  Modern World Literature  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will study fiction, poetry, and drama by selected authors from Latin America, Continental Europe, Africa and the Middle East, and Asia and the South Pacific. As part of their study, students will analyze these texts within their diverse cultural and historical contexts, including selected literary movements. The course will primarily focus upon literature written from the early 18th century to the present.
Semesters: Fall, Spring MnTC Goals: 6, 8

ENGL 1175  Myths and Legends  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will study the myths and legends of ancient, classical, and medieval cultures from various parts of the world. Topics of study may include written works, transcription of oral works, and sacred texts, as well as contemporary re-imaginings of such works.
Semesters: Fall, Spring MnTC Goals: 6, 8

ENGL 1186  Introduction to Poetry  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will explore the way poets use words in concentrated form to convey sensory, emotional, imaginative, and intellectual experience. Students will practice close and full reading of the poems, noting imagery, figurative language, sound, and tone.
Semesters: Fall, Spring MnTC Goals: 6

ENGL 1187  Introduction to Drama  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students' reading of plays as literature (as distinguished from performances) will enhance their enjoyment of and sensitivity to the essential elements of drama, and it will provide insight into a variety of dramatic techniques from diverse times, places, and cultures.
Semesters: Fall MnTC Goals: 6

ENGL 1188  Introduction to Short Stories  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will improve critical reading and thinking skills through reading short fiction by a variety of authors and studying and writing about the techniques the authors use.
Semesters: Fall, Spring MnTC Goals: 6
ENGL 1189 Introduction to the Novel (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read novels for enjoyment and increased sensitivity to alternative meanings and analyses, critically examining the essential techniques of fiction as well as the unique perspectives an author brings to a work.
Semesters: Fall, Spring

ENGL 1900 Topics in Literature (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic or field in literature. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ENGL 2060 Children’s Literature (3 cr)
Prerequisites: ENGC 1101
Students will study literature written for children, from birth through middle school age, in order to effectively select, evaluate, and appreciate this literature. Course material includes various formats (picture books, easy readers, chapter books, middle grade books, or graphic narratives) and genres (traditional literature, fantasy, realism, historical fiction, factual books, or poetry). Topics include supporting young readers' selection of and responses to literature; studying the history of children’s literature; responding to censorship and controversy; and introducing children to books about diversity (race, ethnicity, disability, etc.).
Semesters: Fall, Spring

ENGL 2061 Young Adult Literature (3 cr)
Prerequisites: ENGC 1101
In the course students will read and analyze literary works intended for young adults. Students will study the literature’s relevance to its target audience and learn to select literary works for use with young adults. Students will also survey current trends and issues in the field of young adult literature, examine literature in a cultural/historical context, and study texts representative of diversity (race, ethnicity, disability, etc.). Readings may include fantasy, realistic fiction, historical fiction, nonfiction, poetry, and graphic narrative.
Semesters: Fall, Spring

ENGL 2096 Internship in English Literature (2-4 cr)
Prerequisites: Previous coursework in literature and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

ENGL 2120 Shakespeare (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Studying William Shakespeare’s writing is a journey of discovery. This course is designed to start students on that journey as they discover the power of Shakespeare’s language, as well as his uncanny and modern insight into human nature. As students read, discuss, and write about Shakespeare’s plays and poems, written 400 years ago, they will learn about themselves.
Semesters: Fall, Spring

ENGL 2125 The Novels of Jane Austen (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
The course examines the six novels of Jane Austen, an author whose works have increased in popularity in recent years due to film versions of the novels. Studying her major novels in sequence (Northanger Abbey, Sense and Sensibility, Pride and Prejudice, Mansfield Park, Emma, and Persuasion) offers an excellent opportunity to chart how an author develops the skills of characterization and plot development.
Semesters: Fall, Spring

ENGL 2127 Sherlock Holmes and the Victorian Age (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course examines classic literary works of the Victorian era through the lens of the Sherlock Holmes series of detective stories, investigating key themes and concerns of the age such as social class, the status of women and children, the role of science, and ethics as they are represented in literature of the period.
Semesters: Fall

ENGL 2130 African American Literature (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course gives students an introduction to literature by African American writers representing multiple experiences and historical periods. The students will study various genres and will analyze the literary works in cultural and historical context through both discussion and written assignments.
Semesters: Spring

ENGL 2131 Asian American Literature (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course gives students an introduction to literature by Asian American writers representing multiple ethnicities and historical periods. The students will study multiple genres and will analyze the literary works in cultural and historical context through both discussion and written assignments.
Semesters: Spring

ENGL 2132 Latino American Literature (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students read, discuss, and write about literature by U.S. Latino/a writers from a variety of ethnic cultures, historical periods, and influences.
Semesters: Fall

ENGL 2133 Native American Literature (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course gives students an introduction to literature by Native American writers representing various tribal cultures and historical periods. The students will study multiple genres and will analyze the literary works in cultural and historical context through both discussion and written assignments.
Semesters: Fall
ENGL 2140  Environmental Literature  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will study North American literature in environmental and socio-cultural context through an examination of multiple genres, including fiction, poetry, essays, and film. The course will include U.S., Canadian, and/or Mexican writers from the colonial times through the present century. Topics explored by the writers may include climate, rural life, small town and urban development, agriculture, and resource management, especially as they impact people. Course work will include discussion and written assignments.
Semesters: Fall MnTC Goals: 6, 10

ENGL 2150  American Literature 1 (4 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read works by a variety of authors representing the diverse viewpoints and experiences of Americans before the modern era.
Semesters: Fall MnTC Goals: 6, 9

ENGL 2151  American Literature 2 (4 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read works by a variety of authors representing the diverse viewpoints and experiences of Americans during the modern era.
Semesters: Spring MnTC Goals: 6, 9

ENGL 2160  British Writers 1  (4 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read works written by a variety of authors from the Middle Ages through the 18th century.
Semesters: Fall MnTC Goals: 6

ENGL 2161  British Writers 2  (4 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will read works by a variety of authors of the 19th and 20th centuries.
Semesters: Spring MnTC Goals: 6

ENGL 2174  African Literature  (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will study a range of African Literature in English, exploring distinctive features of several African regions. Focusing mainly on fiction genres (novels, short stories, drama) and poetry, the instructor may also use some non-fiction, including memoir, critical essays, and contextual documents. As part of their study, students will analyze these texts within their cultural and historical contexts. The course will primarily focus on literature written during the modern period (1700 - present).
Semesters: Spring MnTC Goals: 6, 8

ENGL 2900  Topics in Literature  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic or field in literature. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

English Creative Writing Courses

ENGW 1111 Introduction to Creative Writing  (3 cr)
Prerequisites: ENGC 1101
Recommended: ENGC 1101 (C or higher)
Students will study and write imaginatively in a variety of genres—play and screen writing, short fiction, poetry, and creative nonfiction as selected by the instructor. Students will also read and respond to imaginative writing and to student work in progress.
Semesters: Fall, Spring MnTC Goals: 6

ENGW 1900 Topics in Creative Writing  (3 cr)
Prerequisites: Topic-dependent
Examination of a special topic or field in creative writing. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

ENGW 2096 Internship in Creative Writing  (2-4 cr)
Prerequisites: Previous coursework in creative writing and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

ENGW 2112 Poetry Writing  (3 cr)
Prerequisites: ENGC 1101
Recommended: ENGW 1111, ENGL 1186
This course focuses on the writing and study of contemporary poetry. Students will compose original poetry, respond to classmates, and be introduced to form and technique in poetry.
Semesters: Fall, Spring MnTC Goals: 6

ENGW 2113 Fiction Writing  (3 cr)
Prerequisites: ENGC 1101
Recommended: ENGW 1111, ENGL 1188 and ENGL 1150
This course focuses on the writing and study of contemporary fiction. Students will compose original fiction, respond to classmates, and be introduced to form and technique in fiction.
Semesters: Fall, Spring MnTC Goals: 6

ENGW 2114 Play and Screen Writing  (3 cr)
Prerequisites: ENGC 1101
Recommended: ENGW 1111 and ENGL 1187
This course focuses on the writing and study of contemporary drama. Students will compose original plays and/or screenplays, respond to classmates, and be introduced to form and technique in drama.
Semesters: Fall, Spring MnTC Goals: 6
ENGW 2115 Memoir/Non-Fiction Writing (3 cr)
Prerequisites: ENGC 1101
Recommended: ENGW 1111
This course focuses on the writing and study of contemporary creative nonfiction, including the sub-genres of memoir and the critical essay. Students will compose original essays, respond to classmates, and be introduced to form and technique in creative nonfiction.
Semesters: Fall, Spring

ENGW 2800 AFA Capstone (3 cr)
Prerequisites: Acceptance into the AFA in Creative Writing program and successful completion of four required courses for the AFA in Creative Writing
The Capstone course fulfills the Capstone requirement for the AFA in Creative Writing. In the course, students complete individualized creative writing projects, which may include fiction, drama, poetry, or creative nonfiction pieces, internships, or service learning projects.
Semesters: Fall, Spring

ENGW 2900 Topics in Creative Writing (3 cr)
Prerequisites: Topic-dependent
Examination of a special topic or field in creative writing. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Exercise Science Courses

EXSC 1000 Aspects of Fitness (1 cr)
Provides students the fundamental components and concepts of physical fitness and health. Students will also learn strategies to help them begin, design, and maintain an exercise program to keep them fit for life. This is not an activity course. This course will be designed strictly for students who are enrolled in the Online AA degree program.
Semesters: Fall, Spring

EXSC 1102 Badminton (1 cr)
Course includes movement skills and techniques of badminton strokes. Positioning, strategies, and rules for singles and doubles play. A lifetime fitness activity.
Semesters: Fall

EXSC 1103 Bowling (1 cr)
Develop bowling proficiency through mental concentration, physical skill practice, and knowledge of rules and techniques. Approach and delivery styles as well as scoring. A lifetime fitness activity. Additional fee for this course.
Semesters: Spring

EXSC 1104 Boot Camp I (1 cr)
This course includes training principles and suggested programs and work outs for a boot camp style workout. It also includes techniques to improve and progress to a higher level of aerobic capacity, as well as focus on the benefits of strength and flexibility programs related to fitness. Speed, agility, and plyometrics will also be utilized to a certain extent.
Semesters: Fall, Spring

EXSC 1105 Fitness Yoga (1 cr)
Students will learn safe and effective fitness yoga maneuvers and how to apply them to a physically challenging workout. This course is designed to increase muscle strength and endurance along with flexibility.
Semesters: Fall, Spring

EXSC 1107 Golf (1 cr)
This course includes the fundamentals of golf strokes for woods, irons, and putters as well as club and shot selection, history, course etiquette, and rules of the game. A lifetime fitness activity. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1109 Karate (1 cr)
A complete Tae Kwon Do fundamentals course designed for all levels of physical ability. Included are stances, punching, blocking, kicking, self-defense, hyung (kata - patterns,) and self-discipline. Tae Kwon Do is a lifetime choice for genuine martial arts skills, fitness, confidence, and accomplishment. Uniforms are required.
Semesters: Fall, Spring

EXSC 1110 Snowboarding and Alpine Skiing (1 cr)
An introduction and progressive advancement through the fundamental skills and techniques involved in snowboarding or downhill skiing. This course includes basic skills and techniques of snowboarding or downhill skiing, depending on the student’s preference. Familiarization with equipment, safety considerations, and terminology. Additional fee for this course.
Semesters: Spring

EXSC 1112 Tennis (1 cr)
Includes movement skills and techniques of basic tennis strokes. Positioning and strategies for singles and doubles play; rules and etiquette. A lifetime fitness activity.
Semesters: Fall, Spring

EXSC 1116 Volleyball (1 cr)
Offensive and defensive skills of the game as well as strategy and rules. Designed to help beginning and intermediate players learn and appreciate the physical as well as mental aspects of the game. A lifetime fitness activity.
Semesters: Fall, Spring

EXSC 1118 Soccer (1 cr)
Includes offensive and defensive skills of the game as well as strategy and rules. Designed to help beginning and intermediate players learn and appreciate the physical as well as mental aspects of the game. A lifetime fitness activity.
Semesters: Fall, Spring

EXSC 1122 Zumba (1 cr)
Zumba is the latest fitness trend that is a Latin-inspired dance-fitness class. It offers great cardiovascular benefits, burns calories, and tones muscles in a party-like atmosphere. The cardio-based dance moves are easy to follow and very effective. It is a non-intimidating opportunity for non-dancers, dancers, fit, and un-fit to participate in an exciting and energetic fitness class.
Semesters: Fall, Spring
EXSC 1128 Team Sports and Exercise (3 cr)
Prerequisites: Eligible for ENGC 0900 and READ 1106
This course provides students with valuable fitness, wellness, and exercise information through lectures, assignments, and labs. Students will also engage in a variety of activities, exercise, and team sports throughout the semester for a complete wellness experience.
Semesters: Fall, Spring

EXSC 1129 Fitness for Life I (2 cr)
Prerequisites: Eligible for READ 0960
Cardiovascular and strength enhancement through participation in an aerobic super circuit program. Selected strength training and cardiovascular equipment will be used. Assessment of current level of fitness helps students evaluate present status and set goals. Post test shows improvement and areas needing continued emphasis. Proper nutrition, weight management, and healthy lifestyle information is presented. Appropriate for all ages and fitness levels. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1130 Fitness Walking (1 cr)
Students will learn how to implement healthy lifestyle choices using fitness and nutritional concepts. Course includes an emphasis on a fitness walking program to strengthen cardiovascular system and improve muscular strength and flexibility. A lifetime fitness activity.
Semesters: Fall, Spring

EXSC 1133 Fencing (1 cr)
Includes the various phases of the art of fencing, including history, etiquette, scoring, and officiating. Technique and skill development in position and mobility, simple attacks, defensive parries, and bouting.
Semesters: Fall

EXSC 1151 Rock Climbing (2 cr)
Recommended: Eligible for ENGC 0900 and READ 0960
Climbing equipment, types of climbs, terminology, knots, anchors, belaying, free climbing, aid climbing, and rappelling. Individuals will assess their abilities and limitations as they relate to climbing activities. Strong emphasis on safety. Appropriate for beginners as well as experienced climbers. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1153 Backpacking and Wilderness Preservation (3 cr)
Hiking equipment and clothing, minimum impact techniques, fires, water treatment, food preparation, area and route selection, map use, injury prevention, and treatment. Strong emphasis on ecology, wildlife and environmental concerns, and preservation. A camping trip is required. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1200 Beginning Weight Training (1 cr)
Provides basic weight training instruction, safe and effective equipment utilization, and basic program design techniques to reach personal strength goals. Students will create and participate in a personalized strength training program. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1400 Studio Cycling (1 cr)
Involves continuous aerobic activity on studio cycling bikes. Students will learn proper body positions; participate in basic and rhythmic drills; power pacing workouts and safe cool-down techniques, with an emphasis on cardio-respiratory training improvements. Additional fee for this course.
Semesters: Fall, Spring

EXSC 1500 Hiking and Snowshoeing (1 cr)
Involves cardio-respiratory activity in a variety of outdoor settings within the metro area. Students will learn to select proper clothing, footwear, and snowshoe equipment; participate in outdoor training techniques; utilize map reading skills; practice minimum impact principles; recognize symptoms, treatment and prevention techniques for frost bite, hypothermia, dehydration, and heat exhaustion.
Semesters: Fall, Spring

EXSC 1900 Topics in Exercise Science (1-4 cr)
Prerequisites: Topic-dependent
Skill development in various special areas of exercise science; intended for all students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

EXSC 2096 Internship in Exercise Science (2-4 cr)
Prerequisites: Previous coursework in Exercise Science and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

EXSC 2229 Fitness for Life II (2 cr)
Prerequisites: EXSC 1129
Continuation of EXSC 1129. Higher intensity aerobic and strength programs. Additional nutrition, weight management, and healthy lifestyle information. Additional fee for this course.
Semesters: Fall, Spring

EXSC 2253 Advanced Backpacking and Outdoor Leadership (2 cr)
Prerequisites: EXSC 1153
Provides an understanding of trip leadership in a wilderness backpacking setting. A review of backpacking skills including: equipment selection, food selection, cooking skills, and appropriate clothing selection will complement additional trip planning skills. Good judgment is the underlying educational objective of this course, which is measured by practical decision-making and problem-solving activities both in the classroom and during field experiences. Backpacking trip required. Additional fee for this course.
EXSC 2300  Introduction to Exercise Science  
(3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
An introduction to the science of human movement in a format of a lecture class. This course provides an overview of exercise physiology, sport and exercise psychology, biomechanics, motor behavior, sociocultural aspects of sport and exercise, sport nutrition, and other related topics. This course also provides information on the numerous areas of study and their applications within the field of kinesiology.
Semesters: Fall, Spring

EXSC 2305  Exercise Physiology  
(3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
A lecture-based course designed to study the body’s physiological responses from the cellular to organ system level to acute and chronic exercise. Emphasis on the physiological effects of muscular exercise, physical conditioning and sport-specific training. Provides the student with an opportunity to study how physiological responses to exercise are related to health, exercise performance, and personal training concerns.
Semesters: Spring

EXSC 2310  Foundations of Personal Training  
(3 cr)
Prerequisites: Eligible for READ 1106
A comprehensive course to familiarize students with all aspects of personal training through the developmental curriculum designed by an accredited, nationally-recognized organization. This class is a preparatory course for becoming a Nationally-Certified Personal Trainer.
Semesters: Fall, Spring

EXSC 2315  Exercise Prescription  
(3 cr)
Prerequisites: EXSC 2310 or concurrent registration
Policies, procedures, and physiological basis for exercise testing and exercise prescription, as applied to apparently healthy and special populations. Students will gain practical fitness test administration experience and utilize data to create safe and effective exercise programs.
Semesters: Spring

EXSC 2320  Foundations of Group Exercise Instruction  
(3 cr)
This class will address the core competencies needed in teaching a group fitness class and will provide a comprehensive and practical course in methods of group exercise instruction. The course offers an in-depth and practical class for beginning and pre-professional group exercise instructors. The audience may include students interested in exercise science, fitness, kinesiology, and recreation. Additionally, this course will prepare the students for nationally-recognized group certifications.
Semesters: Spring

EXSC 2325  Psycho-Social Aspects of Sport and Exercise  
(3 cr)
Sport and exercise will be examined from both a sociological and a psychological perspective. The course identifies ways in which societal values affect the character of sport and the values of exercise. Psycho-social concepts will be used to explore social identities, mass media, youth sport, high school and collegiate athletics, politics, and the Olympic Games. Emphasis will be placed on the following sport and exercise psychology concepts: motivation, adherence, goal orientation, behavioral change, and performance imagery. Students will explore these concepts using various exercise equipment.
Semesters: Fall

EXSC 2350  Introduction to Sports Management  
(3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
The course discusses sport management in terms of scope, principles, issues and future trends. This course also examines the job responsibilities and competencies required of sport managers in a variety of sports-related contexts and organizations both for profit and non-profit.
Semesters: Fall

EXSC 2900  Topics in Exercise Science  
(1-4 cr)
Skill development in various special areas of exercise science; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Food Science Courses

FSCI 2096  Internship in Food Science  
(2-4 cr)
Prerequisites: Previous coursework in Food Science and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.

FSCI 2100  Introduction to Food Science  
(3 cr)
Prerequisites: CHEM 1062 or HLTH 1107
Introduction to the composition and the chemical and physical properties of foods, and the interaction, reaction, and evaluation of foods due to formulation, processing, and preparation. (Same as DIET 2145.)
Semesters: Spring

French Courses
See World Languages and Cultures Courses.

Geography Courses

GEOG 1050  Introduction to Maps and Places  
(3 cr)
An introduction to geography including study of the location and significance of important cultural and physical features of the earth, along with basic principles of map communication including: projection, scale, and symbolization. Includes principles of topographic and thematic mapping.
Semesters: Fall  MnTC Goals: 5, 8
GEOG 1101 Physical Geography (4 cr)
A study of the earth’s physical environment, its systems, and the physical processes that drive them. Interactions of the atmosphere, hydrosphere, lithosphere, and biosphere with human activity. Laboratory assignments provide application of concepts.
Semesters: Fall, Spring
MnTC Goals: 3, 10

GEOG 1102 Human Geography (3 cr)
Human populations, their cultures and their landscapes, emphasizing cultural diversity, and interaction with the physical environment.
Semesters: Fall, Spring
MnTC Goals: 5, 8

GEOG 1103 Economic Geography (3 cr)
World patterns of economic activity with consideration of theories and models of economic behavior from a geographic point of view.
MnTC Goals: 5, 8

GEOG 1104 Resources, Society and Environment (3 cr)
Human-environmental interactions: Physical, economic, social and political processes, and perspectives related to global natural resource use, and issues of sustainability and global change.
Semesters: Fall, Spring
MnTC Goals: 5, 10

GEOG 1121 World Regional Geography (3 cr)
A survey of world issues and controversies at the regional and global scale; emphasizing the global economy, geopolitical issues, and environmental change.
Semesters: Fall, Spring
MnTC Goals: 5, 8

GEOG 1122 Geography of Europe (3 cr)
Topical approach to the region centered on its people, their activities, their environments, and their interactions with other world regions.
MnTC Goals: 5, 8

GEOG 1123 Geography of Minnesota (3 cr)
This course examines Minnesota’s natural environment and the way of life of the state’s people, with a focus on the relationship between human activities and the environment.
Semesters: Fall, Spring
MnTC Goals: 5, 10

GEOG 1124 Geography of Latin America (3 cr)
Learn how environments, cultures, politics, and economies produce dynamic human landscapes from the Rio Grande to Tierra del Fuego.
MnTC Goals: 5, 8

GEOG 1125 Geography of the United States and Canada (3 cr)
Analysis of people and environments of the United States and Canada with special emphasis on human diversity and environmental and resource problems.
Semesters: Fall, Spring
MnTC Goals: 7, 10

GEOG 1170 Urban Geography (3 cr)
An examination of cities as social, political, and economic landscapes; emphasizing relationships and interactions among diverse people and places at neighborhood, metropolitan, and regional scales of analysis.
Semesters: Fall, Spring
MnTC Goals: 7, 9

GEOG 1172 Introductory Meteorology (4 cr)
An examination of atmospheric structure and processes including: temperature patterns, heating and cooling of the earth, moisture and humidity, winds, weather map interpretation, and the role of humans in atmospheric modification. Laboratory assignments provide applications of these concepts. Lecture 3 hours; lab 2 hours.
Semesters: Fall
MnTC Goals: 3, 10

GEOG 1180 Cartography and Geographic Information Systems (3 cr)
This course is an introduction to cartographic and spatial analytical computer applications in geography and many other academic disciplines. This is a software-oriented course in which students learn the latest techniques in cartography and geographic information systems (GIS) to design many types of graphs and maps, in color and black and white formats. Knowledge of computer techniques for geographic representation is a required component for professional degrees in geography, geology, sociology, ecology, and many other academic disciplines.

GEOG 1900 Topics in Geography (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in geography; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

GEOG 2096 Internship in Geography (2-4 cr)
Prerequisites: Previous coursework in Geography and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

GEOG 2900 Topics in Geography (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in geography; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Geology Courses

GEOL 1050  Earth History  (4 cr)
Prerequisites: Eligible for READ 1106
This course provides interpretations of the evolution of our planet and its natural systems, including the scientific basis of these interpretations as well as the controversies faced as these developing interpretations have challenged existing social and religious standards. The interplay of scientific advancement and societal norms are probed in order to appreciate the broader context of our understanding of Earth's evolution. Lab activities demonstrate current application of the scientific method to questions of Earth's history.
Semesters: Fall, Spring  MnTC Goals: 3, 9

GEOL 1101  Physical Geology  (4 cr)
Materials and structure of the earth, and the processes acting internally and externally to change it. Identification of common rocks and minerals, as well as other laboratory activities.
Semesters: Fall, Spring  MnTC Goals: 3, 10

GEOL 1110  Environmental Geology  (3 cr)
The relationship between people and the natural environment (particularly the geological components of that environment) and includes three general topics: resource distribution (minerals and energy resources), utilization, natural hazards (volcanoes, earthquakes, floods) and their effects on human activity, human impacts on the natural environment (waste disposal). This course includes a lab-like experience.
Semesters: Fall, Spring  MnTC Goals: 3, 10

GEOL 1111  Environmental Geology Laboratory  (1 cr)
Prerequisites: GEOL 1110 or concurrent registration
This class is an optional “add-on” lab for Environmental Geology (GEOL 1110); only for students who are concurrently or previously enrolled in GEOL 1110 and wish to have GEOL 1110 count for a Goal 3 laboratory science requirement.
Semesters: Fall, Spring  MnTC Goals: 3, 10

GEOL 1120  Oceanography  (3 cr)
Relationship between the physical, chemical, and biological characteristics of oceans focusing on evolution of the oceans, biotic environments, dynamics of water movement, and the effect ocean processes have on humankind. This course includes a lab-like experience.
Semesters: Fall, Spring  MnTC Goals: 3, 10

GEOL 1900  Topics in Geology  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in geology; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

German Courses

See World Languages and Cultures Courses.

Health Courses

HLTH 1010  Health Professions Terminology  (3 cr)
Comprehensive course designed for mastering the medical language used in all professions and industries related to health care. Course includes an introduction of body systems in relation to medical terminology. Utilization, understanding and pronunciation of medical terms are incorporated into lab each week.
Semesters: Fall, Spring

HLTH 1103  College First Aid and Adult CPR  (2 cr)
This course provides a basic understanding of first aid and adult CPR principles, and covers fundamental skills necessary to sustain a life until Emergency Medical Services arrive at the scene. Students have the opportunity to earn CPR certification from the American Heart Association.
Semesters: Fall, Spring

HLTH 1104  Contemporary Health Issues  (3 cr)
An exploration of contemporary health trends and implications for the individual, family, community, and society. Emphasis is placed on the prevention of health problems through the thoughtful examination of ethical issues and the exercising of personal responsibility relative to lifestyle choices.
Semesters: Fall, Spring

HLTH 1106  Drug Use and Abuse  (3 cr)
This course will examine the impact of mood-altering substances on the individual, family, and society. This includes an exploration of the interrelatedness of personal decisions regarding the use/non-use of mood-altering substances on politics, economics, and the various socioeconomic institutions.
Semesters: Fall, Spring

HLTH 1107  Principles of Nutrition  (3 cr)
Recommended: Eligible for READ 1106
Emphasis on physiological function of nutrients in the human body, including digestion, absorption, and metabolism. Basic principles of nutrition are used to demonstrate and evaluate disease preventing diets that are deter-
mined by scientific criteria. Application of nutrition theories are illustrated by an in-depth dietary analysis utilizing databases, calculations, and scientific inquiry. Taught by registered dietitians.
Semesters: Fall, Spring

HLTH 1112 CPR for the Professional Rescuer (1 cr)
This course is designed to teach the skills of CPR for victims of all ages, including ventilation with a barrier device, a bag-mask device, and oxygen, use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction (FBAO). It is intended for participants who provide healthcare to patients in a wide variety of settings, including in-hospital and out-of-hospital. Meets admission requirements for the Dental Hygiene and Nursing programs at Normandale. This course provides an opportunity to earn the American Heart Association Basic Life Support (BLS) Certification.
Semesters: Fall, Spring

HLTH 1118 Stress Management (3 cr)
An exploration and celebration of the adaptive ability of human beings to create and overcome stress in our urban and technological society. This course uses a holistic approach in assisting the student to recognize personal stress levels, to develop strategies for managing stress, and to understand the relationships between complex cultural forces and personal responsibility in the 21st century.
Semesters: Fall, Spring

HLTH 1160 Theory and Practice of T’ai Chi Ch’uan 1 (2 cr)
Introduces the theory, applications, and postures of T’ai Chi. Emphasis is on incorporating the balance, flexibility, relaxation, and muscular strengthening concepts of T’ai Chi into a lifestyle which benefits body, mind, and spirit.
Semesters: Fall, Spring

HLTH 1170 Introduction to the Theories and Practice of Healing Qigong (3 cr)
This course is an overview of the ancient practice of qigong; the discipline of cultivating, gathering, circulating and applying life force or energy, which has recently emerged from secrecy and obscurity to the forefront of China’s healthcare system. Students will study theories, examine various qigong practices and learn experientially how to influence their own energy (qi), as well as how to assist healing in others.
Semesters: Fall, Spring

HLTH 1900 Topics in Health (1-4 cr)
Prerequisites: Topic-dependent
Skill development in various special areas of health; intended for all students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

HLTH 2010 Healthcare in the US (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students will understand the history, organization, influences, and delivery of healthcare in the US and abroad. A focus will be on analyzing the factors that have shaped our healthcare system compared to the other parts of the globe. The course will cover types of healthcare institutions, functions of hospitals, and other facilities; accountability in healthcare, hierarchy of the healthcare system, organizational structure, and the role of government in healthcare.
Semesters: Fall, Spring

HLTH 2096 Internship in Health (2-4 cr)
Prerequisites: Previous coursework in Health and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

HLTH 2105 Women’s Health (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course examines critical issues in women’s health. Topics will include biological, cultural, global, psychological, historical, and political areas that shape and define women’s health and healthcare choices. We will explore behaviors which promote or compromise women’s health and the philosophy of an integrative approach to optimal health.
Semesters: Fall, Spring

HLTH 2160 Theory and Practice of T’ai Chi Ch’uan 2 (2 cr)
Prerequisites: HLTH 1160
This course is a continuation of HLTH 1160, Theory and Practice of T’ai Chi Ch’uan 1. It is designed for the student desiring to deepen his/her understanding and practice of T’ai Chi through additional readings and work with beginning students. In addition to further study of the subject matter from HLTH 1160, instruction in advanced standing forms; Qigong, push hands and other T’ai Chi forms will be taught. Each student will be assigned a small group of beginning students as part of the Service-Learning component of the class.

HLTH 2209 Emergency Medical Responder (3 cr)
This course provides a more in depth examination of the techniques and procedures necessary in handling the physical and emotional needs of the injured, or the suddenly taken ill person until more advanced medical help arrives. Legal and ethical issues, treatment for shock, respiratory and circulatory emergencies, spinal immobilization, fractures, special populations, poisoning, temperature emergencies, childbirth, and rescue skills. A Minnesota EMS Regulatory Board approved Emergency Medical Responder certificate is available upon successful completion of course objectives.
Semesters: Fall, Spring

HLTH 2360 Tai Chi for Arthritis Instructor Certification (1 cr)
Prerequisites: HLTH 1160
Co-requisites: HLTH 2160
This course is designed to prepare the student to teach
Health Care Core Curriculum Courses

HCCC 1000 Health Career Exploration (0 cr)
This module provides information about the different types of healthcare workers in various healthcare settings. Included are education and licensure/certification requirements, scope of work, types of interaction with clients, peer groups and team members, and the impact healthcare workers have meeting the healthcare needs of clients. Also included is information about selecting, entering, and advancing in a healthcare career.

HCCC 1010 Behaviors for Success in Healthcare Settings (.5 cr)
This module focuses on the requirements needed by healthcare workers to effectively work in a variety of healthcare settings. This includes: types of healthcare facilities and systems, applying for employment, accountability and responsibility, standards of dress, workplace behavior, approaches needed to assist clients, expectations of teams and team members, common healthcare facility policies and requirements, and selected medical and departmental abbreviations. Also included is discussion about how healthcare workers can impact the quality of healthcare and balance their work and personal life to maintain personal wellness.

HCCC 1020 Communications in Healthcare Settings (1 cr)
This module emphasizes the importance of effective communication between and among healthcare workers and their clients. Included are verbal and non-verbal communication, listening skills, interpersonal communication, team communication, documentation and reporting, and the use of electronic communication devices in healthcare facilities. Focus is on the development of effective communication skills to support quality client care.

HCCC 1030 Awareness and Sensitivity to Client Needs (.5 cr)
This module presents challenges and issues related to the awareness and sensitivity needed to understand the healthcare needs of clients. Included is the impact disease has on individuals; the emotional, spiritual, and social needs of clients; as well as the type of care needed by different age groups. Also included is the process of death and dying and how that affects clients and their families.

HCCC 1040 Respecting Client and Staff Diversity (.5 cr)
This module provides a framework for dealing with diverse clients and staff. Included are belief systems, cultural practices and respect, and sensitivity to cultural and gender issues. Awareness and use of effective strategies to appropriately deal with client and staff diversity are emphasized.

HCCC 1050 Healthcare Safety and Standard Precautions (1 cr)
This module focuses on the rules and standards related to regulatory policies required of healthcare facilities, as well as personal safety standards and requirements to work in healthcare settings. Included are the principles and standards of infection control; standard precautions, healthcare facility safety policies, strategies to ensure personal and client safety, and procedures to respond to emergencies.

HCCC 1060 Legal Issues in Healthcare (.5 cr)
This module focuses on the legal issues related to clients and healthcare workers. Areas such as healthcare laws, client rights and responsibilities, confidentiality, liability, documentation, and regulation are explored. The relationship between ethics and legal issues is discussed as well as the impact law and regulation have on healthcare systems.

HCCC 1070 Healthcare Ethics (.5 cr)
This module emphasizes the use of sound ethical practices in healthcare. Included are ethical practices and standards as they relate to the care of clients, and interactions with peers, colleagues, and team members. Ethical frameworks are provided for discussion on understanding the types of ethical challenges in healthcare and the difficult decisions that need to be made.

HCCC 1074 Healthcare Core Total Curriculum (4 cr)
The Healthcare Core Curriculum was originally designed as a flexible, modular based curriculum that could be adapted to a variety of applications in work force development centers, high schools, colleges, and to meet specific workplace training needs. This course combines all of the modules of the Healthcare Core Curriculum theory content under one unified course identification to be used when all modules will be taught.

HCCC 1080 Nursing Assistant Skill Set (2 cr)
Prerequisites: HCCC 1000, HCCC 1010, HCCC 1020, HCCC 1030, HCCC 1040, HCCC 1050, HCCC 1060 and HCCC 1070
This course is an introduction to basic nursing care skills and concepts necessary to prepare the student to be employed in a healthcare facility under direct supervision of a licensed nurse. Completion of this course will prepare the student to certify as a nursing assistant with the State of Minnesota.
Health Care Systems Technology Courses

HCST 2096  Professional Practical Experience  (2-4 cr)
Prerequisites: Consent of program coordinator/chair and 30 credits completed in the program
Designed to provide exploratory or specific work experiences in an approved healthcare systems technology environment. Students are not placed in a work environment but are guided through the professional development process to gain the skills necessary to conduct workplace needs assessments, informational interview skills and questions, networking tips, and resume building tools which will be used to bridge the gap from graduation to the workforce. Semesters: Fall, Spring

HCST 2100  Introduction to Health Information Technology  (4 cr)
Prerequisites: HLTH 2100
This course will develop an understanding of the role of Information Technology (IT) in the US healthcare system’s drive to implement electronic health data exchange. It will provide students with an introduction to Health Information Technology (HIT), Electronic Health Records (EHR), and Health Information Exchange (HIE). Semesters: Fall

HCST 2200  Privacy and Security in Health Information Technology  (2 cr)
Prerequisites: HCST 2100
This course will develop an understanding of the need for privacy and security in the health care industry. This course will emphasize government mandated privacy and security requirements, the importance of compliance, and ways to implement privacy and security during software development. Semesters: Spring

History Courses

HIST 1101  History of World Civilizations 1  (4 cr)
The history of world civilizations from the ancient world to 1300 C.E. (Common Era) including: Western Asia and Egypt, Greco-Roman World, India, China, Japan, Southeast Asia, Africa, medieval Europe, Islamic World, and Americas before Columbus’ arrival in the Americas. Thematically, the course begins from the earliest civilizations to the end of the conflict between Christians and Muslims known as the Crusades. Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 1102  History of World Civilizations 2  (4 cr)
The history of world civilizations from 1300 C.E. (Common Era) through World War I, the rise of Europe, the age of revolutions, colonization and resistance to colonization, industrialization and its effects on people living in both imperialist and colonized societies, and the connection between industrialization and imperialism as causes of World War I. Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 1103  History of World Civilizations 3  (4 cr)
This course will present a history of world civilizations from 1900 to the present. Course topics will include the rise of national liberation movements beginning with the Boxer Rebellion of 1900, decolonization, total war, holocausts, globalization, the rise and fall of the Soviet Union, the Cold War, terrorism, fundamentalism, and the rise of the United States as the only superpower at the end of the 20th century. Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 1111  United States History 1  (4 cr)
The Age of Exploration, Colonial America, Revolutionary Era, The Early National Period, Reform and Expansion, the road to the Civil War, Civil War and Reconstruction. Semesters: Fall, Spring MnTC Goals: 5, 7

HIST 1112  United States History 2  (4 cr)
The Civil War and Reconstruction, the New South and the New West, Industrialization, Populism and Progressivism, World War I, the Great Depression and the New Deal, World War II, Cold War America and beyond. Semesters: Fall, Spring MnTC Goals: 5, 7

HIST 1131  History of the Family: A Cross-Cultural Perspective  (3 cr)
A social history of the family. The course examines how social, political, economic, religious, and cultural changes have influenced the structure, function, and values of family. A comparative study of the American family will be made with other cultures. Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 1133  Minnesota History  (3 cr)
This course focuses on the interrelationship between Minnesota’s geophysical environment and socio-cultural development. Topics will include Native American culture, European settlement, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota’s place in the global community. Semesters: Fall, Spring MnTC Goals: 5, 10

HIST 1900  Topics in History  (1-3 cr)
Prerequisites: Topic-dependent
A one-semester special topics course in which students may engage in a study of a subject not regularly offered in the history program, or for international educational experience. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

HIST 2096  Internship in History  (2-4 cr)
Prerequisites: Previous coursework in History and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring
HIST 2101 History of East Asia (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
The course will present East Asian history with a comparative emphasis focusing on the social, cultural, and political development of the region. Topics will include: the creation and decline of early empires, diffusion of Confucian ideology, diffusion of Buddhism, resistance to Chinese expansion, Western imperialism, the rise of Asian nationalism, social revolution, modernization and nationalism, and East Asian expansion in the 21st century.
Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 2102 Latin American History - Pre-Conquest to the Present (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course will present a history of Latin America beginning with the Native American peoples prior to European conquest and concluding with contemporary history. Course topics will include: pre-Columbian Native American empires; European conquest and Native American resistance during the 16th - 19th centuries; history of disease and its impact on historical events; Latin American independence movements; industrialization and neo-colonialism; continuing tensions and conflict between indigenous people and ladino elite; transition to modern Latin American states.
Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 2111 Lesbian, Gay, Bisexual and Transgender U.S. History (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
Students deepen their understanding of the experiences of lesbian, gay, bisexual and transgender people in U.S. society and the historical roots within the United States of those who experience same-sex attraction and those who identify outside expectations for their perceived gender, understood now as lesbian, gay, bisexual and transgender. Students trace roots from the colonial era, when behavior rather than identity formed the common understanding of sexuality, through the 19th century when the concepts of hetero- and homosexuality were developed, into the 20th and 21st centuries, when a focus on particular social identities became a salient feature of U.S. society.
Semesters: Fall, Spring MnTC Goals: 5, 7

HIST 2201 The World in the Era of the World Wars (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This course will present a history of the world in the first half of the twentieth century. Course topics will include: the world on the eve of the Great War; the origins of WWI; the Paris Peace Conference; the rise of totalitarian systems such as Communism, Fascism and Nazism; the origins of WWII; the war in Europe; the Holocaust; the war in the Pacific; strategic bombing; the decision to use atomic weapons against Japan; war crimes trials; war’s aftermath and legacy.
Semesters: Fall, Spring MnTC Goals: 5, 8

HIST 2900 Topics in History (1-3 cr)
Prerequisites: Topic-dependent
A one-semester special topics course in which students may engage in a study of a subject not regularly offered in the history program, or for international educational experience; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Hospitality Management Courses

HSMA 1103 Introduction to Hospitality and Tourism Management (4 cr)
This introductory course provides a portal to the dynamic field of the hospitality, travel, and tourism industry. It provides students with a comprehensive overview of hospitality and tourism management including hotels, restaurants, food service, marketing, service companies, as well as the functional areas of hotel operations. (Same as BUSN 1157.)
Semesters: Fall, Spring

HSMA 1143 Principles of Food Production and Sanitation (4 cr)
Students are given a hands-on laboratory experiences in all major areas of food production. Lectures allow students to bridge the gap of food production with operating profitable food service and restaurant entities. (Same as BUSN 1153.)

HSMA 1162 Hotel/Lodging Management and Operations (4 cr)
This course examines the theoretical applications of all revenue center operations including yield management and other vital hotel functions, with emphasis on the control function of management. (Same as BUSN 1152.)
Semesters: Fall

HSMA 1170 Introduction to Club Management (4 cr)
Introduction to club management provides a unique perspective on all types of club management including spa, fitness, athletic and city; unique discussion and case study provide the student with the keys to successful leadership development complemented with relationship marketing skills, manufacturing successful club managers. (Same as BUSN 1170.)
Semesters: Fall

HSMA 1900 Topics in Hospitality Management (1-3 cr)
Prerequisites: Topic-dependent
An examination of a special topic in hospitality management; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

HSMA 2096 Hospitality Management Internship (2-4 cr)
Prerequisites: Previous coursework in Hospitality Management and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience to gain a broader understanding of management as it relates to a specific hospitality segment. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring
HSMA 2097  Senior Hospitality Internship (4 cr)  
Prerequisites: Instructor’s permission  
This capstone course is designed to enable graduating students to strengthen their career planning and assessment skill sets learned from HSMA 2096 and thus solidify their career decisions in a certain hospitality specialization. It results in the student choosing a secured hospitality career which fits with their personal and professional aspirations. Semesters: Fall, Spring

HSMA 2098  International Internship (4 cr)  
Prerequisites: Instructor’s permission  
Allows students to explore the interrelationships between theory and practice of international hotel operations. Students apply key operation concepts, hospitality models and systems in an international setting. Semesters: Fall, Spring

HSMA 2100  Casino Management and Operations (4 cr)  
To develop a working understanding of the principles of casino management and operational procedures necessary for state, federal, and Native American compliance (regulations and legal issues). (Same as BUSN 1156.) Semesters: Spring

HSMA 2125  Business Practices in the Global Market (3 cr)  
Prerequisites: At least one course in BUSN or HSMA  
Provides understanding and application into the complex global business arena. Global markets have created the need for companies to do business in every corner of the world. It is imperative that businesses conduct themselves in a professional, ethical, yet sensitive manner regarding regional customs, traditions, and religious practices. This course examines the need for professional business practices, ethics, protocol, etiquette, and professional and social behavior in all settings of business, national and international. (Same as BUSN 2125.) Semesters: Spring

HSMA 2144  Food/Beverage Management and Cost Control (4 cr)  
A working understanding and application of the principles of food, beverage, labor, cost control, and management functions. (Same as BUSN 1154.) Semesters: Spring

HSMA 2172  Hospitality Sales and Marketing Management (4 cr)  
Recommended: Computer skills and a strong interest in hotel management  
Organization and functioning of marketing and sales department; the need for sales planning through analysis of product, competitors, and market. In addition to sales planning and analysis, students will work with industry experts selling the hospitality product. (Same as BUSN 1159.) Semesters: Spring

HSMA 2173  Convention and Meeting Planning Management (4 cr)  
An overview of successful convention and meeting planning management including all services, execution, and follow-up. (Same as BUSN 1158.) Semesters: Fall

HSMA 2174  Food/Beverage Management and Cost Control (4 cr)  
A working understanding and application of the principles of food, beverage, labor, cost control, and management functions. (Same as BUSN 1154.) Semesters: Spring

HSMA 2900  Topics in Hospitality Management (1-3 cr)  
Prerequisites: Topic-dependent  
An examination of a special topic in hospitality management; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Interdisciplinary Studies Courses

INDS 1101  Introduction to Interpreting and Translation (2 cr)  
Prerequisites: At least one course in BUSN or HSMA  
Introduction to Interpreting and Translation (INDS 1101) introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. (Same as CHIN 1101, FREN 1101, GERM 1101, JAPN 1101, SPAN 1101.) Semesters: Fall, Spring

INDS 1600  Leadership Development Studies (3 cr)  
This honors-level course will provide a basic understanding of the concept of leadership and foster the development of leadership skills. This is a humanities-based course which integrates classical and contemporary readings, as well as relevant films. The eleven-unit curriculum has been developed through a Kellogg Foundation Leadership Grant as part of the Phi Theta Kappa Leadership Development Program and is used nationally in academic settings and the business world. The course begins with considering a personal leadership philosophy and proceeds through such areas as vision, goals, ethics, conflict management, team building, and leading by serving. Semesters: Fall, Spring  

INDS 1900  Topics in Interdisciplinary Studies (1-3 cr)  
Prerequisites: Topic-dependent  
Examination of a special topic in interdisciplinary studies. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

INDS 2500  Honors Capstone (3 cr)  
Prerequisites: Admission into the Honors Program and successful completion of at least 9 honors credits  
In the Honors Capstone course, students will propose, develop, and complete a research project in their major or chosen discipline, and document and present their research to the college community. Semesters: Spring

INDS 2900  Topics in Interdisciplinary Studies (1-3 cr)  
Prerequisites: Topic-dependent  
Examination of a special topic in interdisciplinary studies. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Japanese Courses

See World Languages and Cultures Courses.
Mathematics Courses

Math Center
MATH 0601, 0602, and 0603 are offered in the Math Center where instructors, tutors, and college lab assistants offer individual help in a guided setting with extended hours. Additional support to students includes scheduled class time in a lecture room and web-based assessments and tutorials.

Prerequisites
All prerequisites must have been completed or assessments taken within two years of the course start date. Students must be sure that they meet the prerequisite in order to be successful in a mathematics course. The College reserves the right to drop a student from a class without refund if the prerequisite has not been met.

MATH 0500 Pre-Algebra Credits: 0
Prerequisites: MATH 0601, MATH 0602 or MATH 0603
Proficiency course for Pre-Algebra topics including signed numbers, proportions, fractions, decimals, geometry, graphing, beginning equations, and problem solving. Students cannot register for this course. Students who successfully complete Level 1 of MATH 0601, MATH 0602, or MATH 0603 are given this course with a grade of P on their transcript automatically. The purpose of this course is to serve as a means to state for other programs and institutions that a student has mastered this level of mathematics material.

MATH 0600 Elementary Algebra Credits: 0
Prerequisites: MATH 0601, MATH 0602 or MATH 0603
Proficiency course for Elementary Algebra topics including operations and problem solving with real numbers, polynomials, introduction to factoring, equation solving, systems of linear equations, graphing, and data analysis. Students cannot register for this course. Students who successfully complete Level 2 of MATH 0601, MATH 0602, or MATH 0603 are given this course with a grade of P on their transcript automatically. The purpose of this course is to serve as a means to state for other programs and institutions that a student has mastered this level of mathematics material.

MATH 0601 Pre-College Math 1 (3 cr)
Prerequisites: Placement into pre-college math by Accuplacer, ACT, SAT, or completion of previous course.
Semesters: Fall, Spring

MATH 0602 Pre-College Math 2 (3 cr)
Prerequisites: MATH 0601
Semesters: Fall, Spring

MATH 0603 Pre-College Math 3 (3 cr)
Prerequisites: MATH 0602
MATH 0601, MATH 0602 and MATH 0603 present a complete review of pre-college level mathematics. Topics include polynomials, equation solving, systems of linear equations, graphing, data analysis, rational expressions and equations, radicals and radical equations, quadratic equations, functions, variation, logarithmic and exponential equations. Other topics such as signed numbers, proportions, percent, fractions, decimals, geometry, operations and problem solving with real numbers may be included for some students, as determined by various assessments, in order to support mastery of course topics. Students who complete a portion of the topics may receive extra credit in pre-algebra or elementary algebra. Students who complete all the topics will receive an extra credit in intermediate algebra. MATH 0601 represents the first semester of developmental math. Students requiring more than one semester will continue with MATH 0602 and/or MATH 0603.

MATH 0630 Survey of Algebra (3 cr)
Prerequisites: MATH 0500 or eligible for MATH 0600
Note: Only for students intending to take MATH 1020, MATH 1050, or MATH 1080 as their next mathematics course. This course does NOT satisfy the prerequisites for MATH 1100. Topics include linear and quadratic equations and functions, polynomials, variation, radicals, and an introduction to exponential and logarithmic functions.
Semesters: Fall, Spring

MATH 0670 Elementary and Intermediate Algebra (5 cr)
Prerequisites: MATH 0500 or eligible for MATH 0600
Restriction: Credit will not be granted for both MATH 0670 and MATH 0700 or MATH 0600
An accelerated course covering both Elementary and Intermediate Algebra in a single semester. Operations and problem solving with real numbers, polynomials, and functions. Topics include graphing; linear, quadratic, rational, radical, logarithmic, and exponential equations; systems of linear equations; functions; variation. Students enrolling in this course must have a good background in pre-algebra and be prepared to devote sufficient time and effort to complete the standard two-course sequence in one term. P/NC grading (option to choose A-F grading).

MATH 0700 Intermediate Algebra Credits: 0
Prerequisites: MATH 0500 or eligible for MATH 0600
Proficiency course for Intermediate Algebra topics including polynomials, rational expressions and rational equations, radicals and radical equations, factoring, quadratic equations, functions, graphing, variation, logarithmic and exponential equations. Students cannot register for this course. Students who successfully complete Level 3 of MATH 0601, MATH 0602, or MATH 0603 are given this course with a grade of P on their transcript automatically. The purpose of this course is to serve as a means to state for other programs and institutions that a student has mastered this level of mathematics material.

MATH 0900 Individualized Skill Development in Mathematics Credits: 1-2
Prerequisites: Instructor’s permission
The content, pacing, and delivery system for this course will be individualized for each student. Weaknesses in developmental mathematics will be assessed and an instructional program will be designed to meet the needs of each individual. P/NC grading (option to choose A-F grading).
MATH 0990 STATWAY Statistics 1 (4 cr)  
Prerequisites: MATH 0500 or Eligible for MATH 0600  
This course is the first in a two semester sequence designed to guide students in completing the topics covered in both beginning algebra and college-level introductory statistics in one year. The two semester sequence is useful to students whose academic program is satisfied by an introductory statistics course. STATWAY Statistics 1 covers sampling methods, descriptive statistics, graphing methods, linear and exponential models, and an introduction to probability as well as necessary topics from beginning algebra. The curriculum is based on student collaborative group learning. Students must commit to completing MATH 0990 and MATH 1090 as a required sequence of courses: MATH 0990 in one semester and MATH 1090 in a subsequent semester.  
Semesters: Fall, Spring  

MATH 1010 Medical Dosages Calculations (1 cr)  
Prerequisites: MATH 0670 or MATH 0700 or high school algebra 2 (B or higher) or eligible for MATH 1100  
This course is intended for students enrolled in, or intending to enroll in nursing or health related programs. Topics include metric, apothecary, and household systems of measurement and conversions between systems, understanding and interpreting drug orders and drug labels, oral and parenteral dosage calculations, and pediatric and adult dosage calculations based on weight.  
Semesters: Fall, Spring  

MATH 1020 Mathematics for Liberal Arts (3 cr)  
Prerequisites: MATH 0630 or MATH 0670 or MATH 0700 or high school algebra 2 (B or higher) or eligible for MATH 1100  
Topics selected from: mathematical reasoning, natural number patterns, geometry, combinatorics, elementary probability and statistics, financial mathematics, numeration systems, and selected current topics to give students practical applications of mathematics for their daily lives. This course is an alternative for students whose program does not require a college algebra course.  
Semesters: Fall, Spring  

MATH 1030 Mathematical Foundations 1 (3 cr)  
Prerequisites: MATH 0630 or MATH 0670 or MATH 0700 or high school algebra 2 (B or higher) or eligible for MATH 1100  
As part of a three-course sequence, this course focuses on counting and number operations, fractions, decimals, percents, ratio and proportion, number theory, and algebra. Emphasis on mathematical reasoning, estimation, and problem solving.  
Semesters: Fall, Spring  

MATH 1040 Mathematical Foundations 2 (3 cr)  
Prerequisites: MATH 0630 or MATH 0670 or MATH 0700 or eligible for MATH 1100  
Recommended: MATH 0650 or high school geometry  
As part of a three-course sequence, this course focuses on measurement, geometry, graph theory, and algebra. Emphasis on mathematical reasoning, estimation, and problem solving.  
Semesters: Fall, Spring  

MATH 1050 Mathematical Foundations 3 (3 cr)  
Prerequisites: MATH 1040 or concurrent registration  
As part of a three-course sequence, this course focuses on probability, data and statistics, and algebra. Emphasis on mathematical reasoning, estimation, and problem solving.  
Semesters: Fall, Spring  

MATH 1060 Trigonometry (4 cr)  
Prerequisites: MATH 1100  
This course will include a thorough treatment of trigonometry. Other topics include polar coordinates and equations, complex numbers, DeMoivre's equations, vectors and their applications, the conic sections, parametric equations, sequences, series, and the Binomial Theorem. Note that a student wishing to take MATH 1510 (Calculus)
may prepare for it by taking MATH 1150 or by taking MATH 1500. This course is recommended only for students who earn a B or better in MATH 1100. Semesters: Fall, Spring MnTC Goals: 4

MATH 1200 Finite Mathematics (4 cr)
Prerequisites: MATH 0700 and Instructor’s permission or MATH 1100 (C or higher) or eligible for MATH 1500
Topics are financial mathematics, linear systems, matrices, linear programming, probability, Markov chains, and game theory. Use of technology, such as Excel, will be required. MnTC Goals: 4

MATH 1400 Survey of Calculus (4 cr)
Prerequisites: MATH 1100 (C or higher) or Eligible for MATH 1500
Concepts and techniques of differential and integral calculus for those who do not need the comprehensive calculus sequence (MATH 1510-1520). Principal applications from business, technology, social science, and statistics. Semesters: Fall, Spring MnTC Goals: 4

MATH 1500 Pre-Calculus (5 cr)
Prerequisites: MATH 1100 (C or higher) and high school geometry or eligible for MATH 1500
Preparation for student success in a multiple-term calculus sequence. All elementary functions are covered and trigonometry is developed completely. Emphasis on graphing and problem solving parallels algebraic skill development. Semesters: Fall, Spring MnTC Goals: 4

MATH 1510 Calculus 1 (5 cr)
Prerequisites: MATH 1150 (C or higher), MATH 1500 (C or higher) or eligible for MATH 1510
Topics include functions, limits, derivatives, and an introduction to integration. Applications include but are not limited to science, engineering, economics, and ecology. Semesters: Fall, Spring MnTC Goals: 4

MATH 1520 Calculus 2 (5 cr)
Prerequisites: MATH 1510 (C or higher)
Continued development of the properties and applications of integration. Topics include infinite sequences and series, introduction to differential equations, calculus of polar coordinates, and parametric equations. Applications include but are not limited to science, engineering, economics, and ecology. Semesters: Fall, Spring MnTC Goals: 4

MATH 1900 Topics in Mathematics (1-3 cr)
Prerequisites: Topic-dependent
An examination of a special topic in mathematics; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

MATH 2096 Internship in Mathematics (2-4 cr)
Prerequisites: Previous coursework in Mathematics and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring

MATH 2400 Probability and Statistics with Calculus (4 cr)
Prerequisites: MATH 1520 (C or higher)
Descriptive statistics, elementary probability and probability distributions, sampling and the elements of statistical inference including point/interval estimation, and hypothesis tests. Semesters: Fall, Spring MnTC Goals: 4

MATH 2510 Calculus 3: Multivariable Calculus (5 cr)
Prerequisites: MATH 1520 (C or higher)
Multivariable functions, three-dimensional analytic geometry, vectors, partial derivatives, optimization, multiple integrals, curves and surfaces, vector fields, divergence, curl, line and surface integrals, Green’s Theorem, Stokes’ Theorem and the Divergence Theorem. Applications include but are not limited to science, engineering, economics, and ecology. Semesters: Fall, Spring MnTC Goals: 4

MATH 2520 Calculus 4: Differential Equations with Linear Algebra (5 cr)
Prerequisites: MATH 1520 (C or higher)
Matrices and systems, vector spaces, subspaces, linear independence, basis, dimension, linear transformations, eigenvectors, first and second order differential equations, Euler’s method, phase plane analysis of linear and nonlinear systems, extensive modeling. Possible topics from numerical methods: Laplace Transforms, power series solutions, or partial differential equations. Applications include but are not limited to science, engineering, economics, and ecology. Semesters: Fall, Spring MnTC Goals: 4

MATH 2700 Foundations of Mathematics and Logic: Writing Intensive (4 cr)
Prerequisites: MATH 1520
Recommended: MATH 2510, MATH 2520 or MATH 2400
This course will be useful to all students pursuing advanced mathematics at four-year institutions, including but not limited to those intending majors in mathematics or mathematics education. Topics include basic logic, techniques of mathematical proof, set theory, relations and functions, sequences and series, and basic number theory. The course may include additional topics at the discretion of the instructor. Writing is an important part of this course and will be comprehensively integrated into the course and will be a significant part of the course work and course grade. Writing proofs will be explained and practiced in the course and some assignments will be refined through revisions. Semesters: Fall, Spring MnTC Goals: 4

MATH 2900 Topics in Mathematics (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in mathematics; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Mathematics Curriculum

All mathematics courses have prerequisites.
All prerequisites must have been completed or placement tests taken within 2 years.
Music Courses

**MUSC 1100  Beginning Music Lessons**  (2 cr)
*Prerequisites: Consent of Applied Music instructor*
Private music instruction in piano, voice, and guitar. This course is open to all students; no previous music background is required. It is not intended for music majors. There is an additional fee for this course. Maximum of 4 credits. Semesters: Fall, Spring

**MUSC 1113  Concert Choir**  (1 cr)
Studies and prepares for public performance the finest in choral literature of all musical periods and styles. Maximum of 4 credits. Semesters: Fall, Spring

**MUSC 1116  Concert Band**  (1 cr)
*Prerequisites: Ability to read music*

**MUSC 1118  Orchestra**  (1 cr)
*Prerequisites: Audition and consent of Applied Music Coordinator*
Rehearsals and performances of orchestral music of many traditions and styles. String students may audition to perform with the Bloomington Symphony Orchestra. Maximum of 4 credits.

**MUSC 1120  Fundamentals of Music**  (3 cr)
*Recommended: Eligible for ENGC 1101 and READ 1106*
Fundamental materials of music and keyboard instruments. Study of scales, meters, intervals, primary chords, tempo, dynamics, small forms, and keyboard accompanying patterns. Final project is creating a short musical composition.
Semesters: Fall, Spring  MnTC Goals: 6

**MUSC 1121  Introduction to World Music**  (3 cr)
This course will survey the study of world music within religious, cultural, and historical contexts.
Semesters: Fall, Spring  MnTC Goals: 6, 8

**MUSC 1122  Intro to Music**  (3 cr)
*Recommended: Eligible for ENGC 1101 and READ 1106*
Develops an understanding and enjoyment of music. Includes a study of great music from 1600 to the present. Emphasis on developing listening skills supplemented by historical background. Open to all students wishing to increase their appreciation and understanding of music.
Semesters: Fall, Spring  MnTC Goals: 6

**MUSC 1123  Jazz History**  (3 cr)
*Recommended: Eligible for ENGC 1101 and READ 1106*
An introductory course in jazz history and appreciation. Traces the historical development of jazz music from pre-Civil war through current styles and trends. Emphasis is placed on developing intelligent and perceptive listening skills. Detailed analysis of successfully recorded examples of jazz and improvisation.
Semesters: Fall, Spring  MnTC Goals: 6, 7

**MUSC 1124  Rock and Roll History**  (3 cr)
*Recommended: Eligible for ENGC 1101 and READ 0960*
Rock and Roll History is a survey course that introduces the student to scholarly examination of the musical development of rock and roll by examining and identifying innovators, innovations, and fundamental musical characteristics from African roots through the post-twentieth century.
Semesters: Fall, Spring  MnTC Goals: 6, 7

**MUSC 1127  Class Piano: Non-Majors**  (2 cr)
A beginning course for non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as note reading, beginning chord knowledge, playing by ear and improvising, along with basic technique, elementary repertoire, and fundamental music theory. This course is not intended for students pursuing a degree in music.
Semesters: Fall, Spring

**MUSC 1131  Music Theory I**  (3 cr)
*Co-requisites: MUSC 1181 and MUSC 1157 for music majors and minors*
*Recommended: Eligible for ENGC 1101 and READ 1106*
These courses (MUSC 1131 and 1132) provide a study of the materials and structure of music including notation, intervals, scales, four voice chorale style, melodic form and structure, diatonic and secondary harmony, binary and ternary forms. These courses are open to students who desire a rigorous music course.
Semesters: Fall  MnTC Goals: 6

**MUSC 1132  Music Theory II**  (3 cr)
*Prerequisites: MUSC 1131*
*Co-requisites: MUSC 1158 and USC 1182 for music majors and minors*
These courses (MUSC 1131 and 1132) provide a study of the materials and structure of music including notation, intervals, scales, four voice chorale style, melodic form and structure, diatonic and secondary harmony, binary and ternary forms. These courses are open to students who desire a rigorous music course.
Semesters: Spring  MnTC Goals: 6

**MUSC 1141  Vocal Ensemble**  (1 cr)
*Prerequisites: Instructor’s permission*
Vocal ensemble performs repertoire ranging from early music to vocal jazz. May be repeated for a maximum of 4 credits.
Semesters: Fall, Spring

**MUSC 1142  Guitar Ensemble**  (1 cr)
*Prerequisites: Instructor’s permission*
*Co-requisites: MUSC 1151*
Guitar duets, trios, and quartets perform music from all periods. Repertoire includes arrangements of vocal and string chamber ensembles, as well as music composed originally for the guitar ensemble. May be repeated for a maximum of 4 credits.
Semesters: Fall, Spring
MUSC 1143 Piano Ensemble (1 cr)
Prerequisites: Instructor’s permission and placement in MUSC 1151
Performance of four-hand piano repertoire of various style periods for one or two pianos. May be repeated for a maximum of 4 credits.
Semesters: Fall, Spring

MUSC 1144 Instrumental Ensemble (1 cr)
Prerequisites: Instructor’s permission
Performance of chamber music: duos (sonatas), trios, quartets, quintets, and other ensemble combinations of wind, percussion, and string instruments. May be repeated for a maximum of 4 credits.
Semesters: Fall, Spring

MUSC 1145 Jazz Ensemble (1 cr)
Instrumental jazz band; rehearses and performs a variety of jazz styles and idioms including: swing, “funk”, fusion, rock, hip-hop, and other current styles and trends. A historical emphasis on jazz music of the 20th and 21st centuries. An integral focus on improvisational skills and developing mature playing skills in all styles.
Recommended previous performance experience.
Semesters: Fall, Spring

MUSC 1146 Jazz Combo (1 cr)
Performance of jazz combo music: trios, quartets, and other ensemble combinations of wind and rhythm section instruments. Recommended previous performance experience.
Semesters: Fall, Spring

MUSC 1151 Applied Music (2 cr)
Prerequisites: Audition and consent of Applied Music Coordinator
Private music instruction, all instruments and voice, by arrangement with instructors in vocal or instrumental music. Students must provide their own instruments and have had previous private lessons on their instrument or voice. There is an additional fee for this course. Recital attendance is required. The department posts dates of recitals. Auditions are held in the first three class days of each semester. Maximum of 8 credits.
Semesters: Fall, Spring

MUSC 1152 Performance Class (0 cr)
Co-requisites: MUSC 1151
Instrumental or vocal performance, performance etiquette, stage management, written program design and research applications for music students. Student will provide his/her own instrument, with the exception of piano. This course is offered P/NC only.
Semesters: Fall, Spring

MUSC 1156 Guitar I: Class Lessons (2 cr)
With your own guitar learn the basics of guitar technique, which will lead to any style of performance. Meant for the beginner, this class progresses quickly beyond the basics into what you need to know for going into more advanced levels.
Semesters: Fall, Spring

MUSC 1157 Class Piano I (2 cr)
Co-requisites: MUSC 1181 and MUSC 1131
Development of keyboard skills in sight reading, harmonization, improvisation, technique, memorization, scales, chord progressions, and transposition. These courses (MUSC 1157 and 1158), are intended for music majors and minors, but are also open to other serious students who desire a rigorous music course.
Semesters: Fall, Spring

MUSC 1158 Class Piano II (2 cr)
Co-requisites: MUSC 1182 and MUSC 1132 for music majors and minors
Development of keyboard skills in sight reading, harmonization, improvisation, technique, memorization, scales, chord progressions and transposition. These courses (MUSC 1157 and 1158) are intended for music majors and minors, but are also open to other serious students who desire a rigorous music course.
Semesters: Spring

MUSC 1159 Piano Proficiency (0 cr)
Prerequisites: MUSC 1158 or instructor’s permission
Three-part examination of keyboard skills, arranged with a keyboard faculty member. The tests include proficiency with major and minor scales, chords, arpeggios and cadences, sight reading, transposing, and performance of piano repertoire from memory. This course is offered P/NC only.
Semesters: Spring

MUSC 1161 Voice Class (2 cr)
This course introduces the basic principles of vocal technique: voice production, breathing, tone development, diction and pronunciation. It includes a study of vocal literature from various styles: classic, folk, Broadway. It is open to all students wishing to explore their vocal skills.
Semesters: Fall, Spring

MUSC 1166 Guitar II: Class Lessons (2 cr)
Recommended: MUSC 1156
Class Lessons is a continuation of the skills developed in Guitar I, MUSC 1156. This course introduces chord progressions in several keys, right hand finger picking patterns, sight reading in higher positions, harmonization, transposition, movable scales, application of music theory to the fingerboard, and introduction to instrument literature. Students provide their own acoustic guitar (preferably a nylon string guitar).

MUSC 1170 Jazz Improvisation I (2 cr)
Prerequisites: MUSC 1131 or instructor’s permission
This course provides students with the skills necessary to create music with self expression in jazz styles. The course includes a practical application of scales, arpeggios, and melodic lines to the student’s instrument. Transcribing solos from recordings by famous jazz artists and independent study with tutorial computer programs are required. Listening and performing in class are major components of the course.
Semesters: Spring
MUSC 1175 Introduction to Finale: Music Notation Software (1 cr)
Prerequisites: Ability to read music
This course gives students a basic working knowledge of the notational music software ‘Finale’. Materials are presented in a small lab setting. Participants will have access to a computer workstation for hands-on learning and assignment preparation.
Semesters: Fall, Spring

MUSC 1176 Intro to Music Tech I (2 cr)
Recommended: Must be able to read printed music or have completed MUSC 1100, MUSC 1120, MUSC 1131, MUSC 1151, or instructor’s permission
This course is intended for students interested in learning about music software applications. Topics include music notation, introduction to sequencing, tools for enhancement of practice of music skills, introduction to recording and audio editing, and other MIDI applications.
Semesters: Fall

MUSC 1181 Ear Training I (2 cr)
Co-requisites: MUSC 1131 and MUSC 1157 for music majors and minors
This course provides training in reading at sight and in aural recognition of sound patterns through interval and rhythm reading, keyboard, dictation, and sight singing. The course is intended for music majors and minors, but also is open to other serious students who desire a rigorous music course.
Semesters: Fall

MUSC 1182 Ear Training II (2 cr)
Prerequisites: MUSC 1181
Co-requisites: MUSC 1132 and MUSC 1158 for music majors and minors
This course provides training in reading at sight and in aural recognition of sound patterns through interval and rhythm reading, keyboard, dictation, and sight singing. The course is intended for music majors and minors but also is open to other serious students who desire a rigorous music course.
Semesters: Spring

MUSC 1190 Diction for Singers I (2 cr)
Diction for Singers I is a study of the phonetic sounds of the English and Italian languages to promote the ability to sing in those languages. This course covers the use of the International Phonetic Alphabet (IPA) in English and Italian, differences in pronunciation in spoken and sung English, and the pronunciation of sung Italian. This course is intended for students studying vocal performance, choral conducting and collaborative pianists. A permit to register is required from the instructor.
Semesters: Fall

MUSC 1191 Diction for Singers II (2 cr)
Prerequisites: MUSC 1190
Diction for Singers II is a study of the phonetic sounds of the German and French languages to promote the ability to sing in those languages. This course covers the use of the International Phonetic Alphabet (IPA) in German and French, and the pronunciation of sung German and French. This course is intended for students studying voice, choral conducting and collaborative pianists. A permit to register is required from the instructor.
Semesters: Spring

MUSC 1900 Topics in Music (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in music such as theatre orchestra and musical theatre singing. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Semesters: Fall, Spring

MUSC 2096 Internship in Music (2-8 cr)
Prerequisites: Previous coursework in Music and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

MUSC 2231 Music Theory III (3 cr)
Prerequisites: MUSC 1132 or instructor’s permission
Co-requisites: MUSC 2281 for music majors and minors
These courses (MUSC 2231 and 2232) continue the study of Music Theory I and II. They include the study of augmented sixth, Neapolitan sixth, ninth, eleventh and thirteenth chords, two voice counterpoint, fugue, sonata allegro, rondo and variation forms, 19th and 20th century tonal and non-tonal formal styles.
Semesters: Fall MnTC Goals: 6

MUSC 2232 Music Theory IV (3 cr)
Prerequisites: MUSC 2231
Co-requisites: MUSC 2282 for music majors and minors
These courses (MUSC 2231 and 2232) continue the study of Music Theory I and II. They include the study of augmented sixth, Neapolitan sixth, ninth, eleventh and thirteenth chords, two voice counterpoint, fugue, sonata allegro, rondo and variation forms, 19th and 20th century tonal and non-tonal formal styles.
Semesters: Spring MnTC Goals: 6

MUSC 2245 Music History I (3 cr)
History of Western music: a study of the composers, styles, and social contexts of Medieval, Renaissance and Baroque music from 800 to 1750.
Semesters: Fall MnTC Goals: 6, 8

MUSC 2246 Music History II (3 cr)
History of Western music: a study of the composers, styles, and social contexts of Classic and Romantic music from 1750 to the present.
Semesters: Spring MnTC Goals: 6, 8
MUSC 2252 Sophomore Recital (0 cr)
Prerequisites: 8 credits of MUSC 1151, 4 semesters of MUSC 1152, and audition and consent of Applied Music Coordinator
One half-hour recital at sophomore repertoire level.
Application of performance skills, performance etiquette, and written program notes. Private instructor may request a pre-recital hearing.
Semesters: Fall, Spring

MUSC 2270 Jazz Improvisation II (2 cr)
Prerequisites: MUSC 1170
This course is the second in a two-part sequence. Jazz Improvisation 2 provides students with the skills necessary to create music with self-expression in advanced jazz styles. The course includes continued practical application of scales, arpeggios, and melodic lines to the student's instrument. Transcribing and analyzing solos from recordings by famous jazz artists and independent study with tutorial computer programs are required. Listening and performing in class are major components of the course.
Semesters: Spring

MUSC 2276 Intro to Music Tech II (2 cr)
Recommended: MUSC 1176 or instructor's permission
This course builds upon the foundation of MUSC 1176 and is intended for students interested in further, more advanced study of music software applications. Topics include music notation, exploration of sequencing, tools for enhancement of practice of music skills, exploration of recording and audio editing, and other MIDI applications.
Semesters: Spring

MUSC 2281 Ear Training III (2 cr)
Prerequisites: MUSC 1182
Co-requisites: MUSC 2231 for music majors and minors
These courses (MUSC 2281 and 2282) continue MUSC 1182 with further study of interval and rhythm reading, sight singing, keyboard, and dictation with emphasis on 19th and 20th century materials.
Semesters: Fall

MUSC 2282 Ear Training IV (2 cr)
Prerequisites: MUSC 2281
Co-requisites: MUSC 2232 for music majors and minors
These courses (MUSC 2281 and 2282) continue MUSC 1182 with further study of interval and rhythm reading, sight singing, keyboard, and dictation with emphasis on nineteenth and twentieth century materials.
Semesters: Spring

MUSC 2900 Topics in Music (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in music. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Semesters: Fall, Spring

Nanotechnology Courses

NANO 1292 Introduction to Vacuum Technology (2 cr)
Recommended: MATH 0700 or concurrent registration or eligible for MATH 1100, eligible for ENGC 1101
Vacuum-based systems are a critical enabling technology used in product development and manufacturing to produce many everyday goods such as digital electronic components, energy efficient glass and metallized films used for food packaging. This course introduces the principle concepts associated with vacuum technology and the critical components of a vacuum system. Students work with a model vacuum system to complete activities intended to help them understand basic vacuum system functions and characteristics. (Same as VACT 1292.)
Semesters: Fall, Spring

NANO 1900 Topics in Nanotechnology (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in Nanotechnology; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

NANO 2096 Internship in Nanotechnology (2-4 cr)
Prerequisites: Previous coursework in Nanotechnology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

NANO 2293 Vacuum Analysis and Trouble Shooting (4 cr)
Prerequisites: VACT 1292 or NANO 1292 or concurrent registration; ENGT 1184 or concurrent registration; CHEM 1020 (B or higher) or CHEM 1061; PHYS 1110 or concurrent registration
This course addresses advanced concepts related to the construction, operation, maintenance and repair of vacuum-based systems technologies. An understanding of how materials, mechanical systems and electrical sub-systems interact in a working vacuum system based on operating requirements is developed. Students work with a model vacuum system to complete a variety of lab activities intended to help them understand vacuum system operation and then simulate classic system problems and solutions. (Same as VACT 2293.)
Semesters: Fall
NANO 2294  Semiconductor Processing  (4 cr)
Prerequisites: VACT 2297 or NANO 2297 or concurrent registration
Semiconductor processing refers to categories of manufacturing processes associated with fabricating an integrated circuit, a type of electrical component manufactured by the semiconductor industry. This course provides an overview explaining these special processes and how they are sequenced to produce the integrated circuit. Vacuum systems technology plays a critical role in making several of the underlying fabrication processes possible. (Same as VACT 2294.)
Semesters: Spring

NANO 2297 Thin Films Deposition  (4 cr)
Prerequisites: VACT 2293 or NANO 2293
Thin film deposition refers to techniques used to deposit layers of material on a surface ranging in layer thickness of a few nanometers (1 x 10-9 m) up to a thickness of 1 micrometer (1x10-6 m). This course provides an overview of the methods and the embedded vacuum-based technologies used to realize various material deposition processes. Students set up and run processes such as vacuum evaporation and sputtering to create a thin film and then examine characteristics of the layer produced. (Same as VACT 2297.)
Semesters: Spring

NANO 2900 Topics in Nanotechnology  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in nanotechnology; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

NCC All-College Courses
NCC 1000 Paths to College Success  (1 cr)
Prerequisites: Eligible for one or more of the following classes: ENGC 0800, ENGC 0900, READ 0860, READ 0960, MATH 0601 or ABE, or consent of instructor.
This course is designed to help create continuous success in college and in life. Students will learn many proven strategies for producing greater academic, professional, and personal achievements. The course provides strategies needed to develop and master creative and critical thinking, self-awareness, interdependence, and personal self-management.
Semesters: Fall, Spring

NCC 2096 Internship in NCC All-College  (2-4 cr)
Prerequisites: Previous coursework at Normandale and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

Nursing Courses
NURS 1057 Nursing Assistant Certificate  (4 cr)
The Nursing Assistant Certificate course prepares the student to provide physical nursing care to individuals in long term care facilities, hospitals, or board and care homes. Students learn how to measure vital signs and assist individuals with physical needs such as personal hygiene, elimination, mobility, exercise, and nutrition. This course also includes information on emotional, spiritual, and psychosocial needs, and basic training in behavior management for persons with dementia. Students participate on campus in lecture and by practicing in the lab. Students apply what they have learned in class to residents in a long term care facility during 24 hours of clinical participation at the end of the course. Attendance is MANDATORY, per Department of Health regulations. Students successfully completing this course are ready to take the Pearson VUE Nursing Assistant Competency Test. After passing this test students can be placed on the Minnesota Department of Health Nursing Assistant Registry. Weekly average of 2 hours lecture/3 hours lab/3 hours clinical.
Semesters: Fall, Spring

NURS 1060 Nursing Assistant/Home Health Aide  (4 cr)
The Nursing Assistant/Home Health Aide Certificate course prepares the student to provide physical nursing care to individuals in long term care facilities, hospitals, board and care homes, and in the client’s own home. Students learn how to measure vital signs, assist individuals with physical needs such as personal hygiene, elimination, mobility, exercise and nutrition. This course also includes information on emotional, spiritual and psychosocial needs, and basic training in behavior management for persons with dementia. Attendance is mandatory, per Minnesota Department of Health regulations. Students successfully completing this course are eligible to take the Pearson VUE Nursing Assistant/Home Health Aide Competency Test. After passing this test students can be placed on the Minnesota Department of Health Nursing Assistant/Home Health Aide Registry. Lecture 2 hours/Lab 4 hours. Clinical 24 hours at the end of the course.
Semesters: Fall, Spring

NURS 1120 Nursing 2  (8 cr)
Prerequisites: BIOL 2042, NURS 1110 and COMM 1111 (C or higher)
Prereq or Co-requisites: PSYC 1110
This second course is structured around simple acute and/or chronic alterations in health and the interrelationships among basic human needs in the adult client. Emphasis is placed on the nursing process as a means of providing individualized and evidence-based interventions with focused assessments for common health problems. Selected learning experiences are planned within laboratory, simulation, experiential education, and clinical settings. Experiential Education hours are required. Weekly average of 4 hours lecture (4
credits), 5 hours lab (2.5 credits), 4.5 hours clinical (1.5 credits). Achievement of the course outcomes assists in the meeting of MnTC Goal #2.

Semesters: Fall, Spring

**NURS 1900 Topics in Nursing** (3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in nursing; intended for nursing students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

**NURS 2096 Internship in Nursing** (2-4 cr)
Prerequisites: Previous coursework in Nursing and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.

Semesters: Fall, Spring

**NURS 2210 Nursing 3** (8 cr)
Prerequisites: NURS 1120 or NURS 1130 and PSYC 1110 (C or higher)
This nursing course focuses on individuals and their families across the lifespan who are experiencing acute and/or chronic alterations in health. Emphasis is placed on growth and development, family assessment and utilization, and application of research. The delivery of care at the primary, secondary, and tertiary levels, and focused assessments in specialty populations is incorporated. Selected learning experiences are planned within the laboratory, simulation, experiential education, and clinical settings for mental health, pediatric, and obstetric populations. Lecture 4 hours per week (4 cr), clinical lab 8 hours per week (2 cr lab, 2 cr clinical), and experiential education hours required.

Semesters: Fall, Spring

**NURS 2220 Nursing 4** (8 cr)
Prerequisites: NURS 1120 or NURS 1130 and PSYC 1110 (C or higher)
This nursing course begins with a focus on caring for adults and their families with complex chronic and acute alterations in health. The course facilitates synthesis and application of nursing theory and evidence-based practice to complex health care situations. Utilization of principles of group functioning, the teaching-learning process, management, and leadership in providing care is incorporated. Opportunities are also provided for students to examine the complexities of caring for multiple patients. Selected learning experiences are planned within the laboratory, simulation, experiential education, and clinical settings for adult, medical surgical populations. Lecture 4 hours per week (4 cr), clinical lab 8 hours per week and experiential education hours required (4 cr).

Semesters: Fall, Spring

**NURS 2700 Foundations of Nursing-Health Promotion** (9 cr)
Prerequisites: Acceptance into Nursing Program
Co-requisites: NURS 2750
This course introduces the student to the role of the professional nurse. The emphasis on health promotion across the lifespan includes learning about self-health, as well as holistic client health practices. Students learn to access and apply research evidence to guide safe preventative care. The student will incorporate communication and growth and development theory in a caring and culturally sensitive manner. The student will work as an ethical member of multi-disciplinary teams giving and receiving feedback about performance and use reflective thinking about their practice. Within the context of the nursing process, populations studied will include children, adults, older adults and the family experiencing a normal pregnancy.

Semesters: Fall, Spring

**NURS 2720 Transition to the Role of the Professional Nurse** (4 cr)
Prerequisites: Acceptance into Nursing Program
Co-requisites: NURS 2750
This course is designed to expand the knowledge and skills of the LPN as they transition to the professional role within nursing. Emphasis is placed on health promotion through the lifespan and incorporates theories related to evidence-based practice, quality and safety, communication, collaboration, clinical decision-making/reasoning, informatics, assessment, caring, and health-illness continuum.

Semesters: Fall, Spring

**NURS 2750 Nutrition and the Role of the Professional Nurse** (2 cr)
Prerequisites: Acceptance into the Nursing Program
Co-requisites: NURS 2700 or NURS 2720
This course introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is on the role nutrition plays in health promotion/prevention of illness, recovery from acute illness and/or management of chronic illness. Students learn to access evidence to support healthy nutritional choices that reduce risk factors for disease and/or illness across the lifespan. Students explore how culture, ethnicity, socio-economic status, nutritional trends and controversies, and integrative therapies influence the nutritional health of the client.

Semesters: Fall, Spring

**NURS 2800 Chronic and Palliative Care** (7 cr)
Prerequisites: NURS 2700 or NURS 2720 (C or higher) and NURS 2750 (C or higher)
Co-requisites: NURS 2850
This course focuses on the nursing care of clients experiencing chronic illness and/or end of life. Emphasis is placed on understanding the “lived experience” of clients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Evidence-based practice is used to support appropriate focused assessments and management of care of clients experiencing...
This course focuses on prioritization, delegation, and higher.)

Prerequisites: NURS 2800, NURS 2820 and NURS 2850 (C or higher)

This course introduces theoretical concepts that enable students to provide safe and effective care related to pharmaceuticals and natural products to diverse clients across the lifespan. A framework is presented for approaching the study of pharmacotherapeutics including pharmaceutical research and regulation, quality and safety, major drug classifications, and clinical management. Semesters: Fall, Spring

NURS 2820 Pharmacology and the Role of the Professional Nurse (3 cr)

Prerequisites: NURS 2700 or NURS 2720 (C or higher) and NURS 2750 (C or higher)

This course introduces theoretical concepts that enable students to provide safe and effective care related to pharmaceuticals and natural products to diverse clients across the lifespan. A framework is presented for approaching the study of pharmacotherapeutics including pharmaceutical research and regulation, quality and safety, major drug classifications, and clinical management. Semesters: Fall, Spring

NURS 2850 Applied Pathophysiology for Nursing I (2 cr)

Prerequisites: NURS 2700 or NURS 2720 (C or higher) and NURS 2750 (C or higher)

This course introduces a holistic perspective of pathophysiological processes and the disruption in normal body function. Emphasis will be on objective and subjective manifestations of common chronic health problems resulting from environmental, genetic, and stress-related maladaptations to provide a foundation for nursing care. This course complements selected topics addressed in Chronicity and End of Life to provide a comprehensive understanding of disease processes.

Co-requisites: NURS 2800

This course focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care.

Semesters: Fall, Spring

NURS 2910 Acute and Complex Care (7 cr)

Prerequisites: NURS 2800, NURS 2820 and NURS 2850 (C or higher)

Co-requisites: NURS 2920

This course focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care.

Semesters: Fall, Spring

NURS 2920 Applied Pathophysiology for Nursing 2 (2 cr)

Prerequisites: NURS 2800 and NURS 2850 (C or higher)

Co-requisites: NURS 2910

This course will facilitate ongoing critical thinking and analysis of pathophysiological concepts. Emphasis will be on interpretation and prioritization of data resulting from environmental, genetic, and stress-related maladaptations. This course complements the selected topics addressed in Acute and Complex Care to provide a comprehensive understanding of disease processes.

Semesters: Fall, Spring

NURS 2950 Nursing Leadership I (3 cr)

Prerequisites: NURS 2800, NURS 2820 and NURS 2850 (C or higher)

This course focuses on prioritization, delegation, and supervision of nursing care of clients across the lifespan. Healthcare policy, finance, and regulatory environment issues are analyzed. Emphasis is on planning, collaborating and coordinating care for individuals and groups across the care continuum.

Semesters: Fall, Spring

Philosophy Courses

PHIL 1101 Introduction to Philosophy (3 cr)

Recommended: Eligible for READ 1106

A survey of philosophy from its beginnings to the present. Major systems of thought concerning the nature of reality, theories of knowledge, and value systems. Includes important philosophical controversies.

Semesters: Fall, Spring

PHIL 1102 Logic (3 cr)

Recommended: Eligible for READ 1106

The discipline of evaluating and creating valid arguments. Emphasis is on contemporary formal deductive logic.

Semesters: Fall, Spring

PHIL 1103 Ethics (3 cr)

Recommended: Eligible for READ 1106

The study of systematic attempts to answer moral questions may include: Aristotle’s virtue ethics, Kant’s ethics of duty, Mill’s utilitarianism, libertarianism, socialism, feminist ethics, and others. Moral questions to be discussed will be questions of contemporary concern. May include examination of topics in metaethics such as cultural relativism and moral epistemology.

Semesters: Fall, Spring

PHIL 1140 Environmental Ethics (3 cr)

Recommended: Eligible for READ 1106

The examination of attempts to understand our moral obligations toward nature. Investigation of environmental problems with consideration of philosophical, economic, cultural, and religious factors. Topics will include conservation and preservation issues, theories of nature, animal rights, cost-benefit analysis of natural resources use, ecofeminism, deep ecology, and land ethics.

Semesters: Fall, Spring

PHIL 1150 Introduction to World Religions (3 cr)

Recommended: Eligible for READ 1106

Topics in the philosophy of religion and comparative study of major religious traditions. Philosophical topics may include the nature of religion and religious belief, explanations of the presence of religious institutions in human societies, faith and reason, comparison of religion with science, arguments for the existence of gods and puzzles about divine nature. Religious traditions to be studied may include Ancient Greek and Egyptian religions, Native American religions, Hinduism, Buddhism, Shinto, Taoism, Confucianism, Judaism, Christianity, and Islam.

Semesters: Fall, Spring

PHIL 1160 Philosophy of Art (3 cr)

Recommended: Eligible for ENGC 1101 and READ 1106

The study of the nature of art, the character of our experi-
ence of works of art, and standards for the interpretation and evaluation of works of art. May include examination of the nature of beauty, culturally bounded conceptions of art, the nature of artistic expressiveness and imagination, and the possibility that there are objective criteria for the evaluation of works of art. Readings will be primarily contemporary.
Semesters: Fall, Spring

PHIL 1170 Business Ethics (3 cr)
Recommended: Eligible for READ 0960
Since business is one of the most powerful social institutions in society, the decisions made in business affect nearly every aspect of life. It is important, therefore, that we think carefully and critically about the ethical state of business. What is the appropriate role of business in society? What responsibilities do businesses have to the society in which they operate? What responsibilities do businesses have to employees, consumers, the natural environment? What responsibilities does a society have to business owners and managers? These are but a few of the questions that will be addressed in the course. After examining some philosophical theories of ethics, we will investigate a wide variety of issues and case studies regarding the ethical issues arising in business.
Semesters: Spring

PHIL 1180 Biomedical Ethics (3 cr)
This course will investigate ethical issues that arise in a medical context with consideration of philosophical, economic, social, and political factors. Topics will include: philosophical theories of ethics, issues in reproduction, justice and health, issues in death and dying, issues in biotechnology and bioscience, research involving humans and animals.
Semesters: Fall, Spring

PHIL 1900 Topics in Philosophy (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in philosophy; intended for all students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

PHIL 2096 Internship in Philosophy (2-4 cr)
Prerequisites: Previous coursework in Philosophy and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

PHIL 2900 Topics in Philosophy (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in philosophy; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Physics Courses

PHYS 1001 Physics for Future Presidents (3 cr)
This course covers topics in physics with an emphasis on conceptual understanding, technology applications related to current events, and the ethical dimensions of technological choices. It will give students the solid foundation in physics they need to be critically thinking, scientifically literate citizens able to distinguish scientifically sound, evidence-based technological decisions from those that are not. Topics covered may vary and may include energy, nuclear physics, the Theory of Relativity, thermal physics, pressure, electromagnetism, and quantum physics. Applications may include energy production and conservation, radioactivity and nuclear weapons, transportation options, climate change, explosions, earthquakes, superconductors, lasers, and consumer electronics. The personal, political, and ethical dimensions of technological choices will be a significant emphasis in this course. This course includes a lab-like component. Lecture 3 hours; lab 0 hours.
Semesters: Fall, Spring

PHYS 1002 Physics for Future Presidents Lab (1 cr)
Prerequisites: MATH 0700, PHYS 1001 or concurrent registration
This is an optional laboratory course for students who are concurrently enrolled in PHYS 1001 or who have previously completed PHYS 1001 (with a passing grade). The combination of PHYS 1001 and PHYS 1002 satisfies the MnTC Goal 3 laboratory science requirement.
Semesters: Fall, Spring

PHYS 1050 Survey of Classical Physics (4 cr)
Prerequisites: MATH 0630 or MATH 0700 and eligible for READ 1106
A one-semester introductory physics course focusing on the fundamental concepts of physics. This course uses intermediate algebra. Topics are chosen from classical physics and may include one-dimensional kinematics, laws of motion, conservation laws, heat, waves, sound, light, electricity, and magnetism. Lecture 3 hours; lab 2 hours.
Semesters: Fall, Spring

PHYS 1104 Descriptive Astronomy (3 cr)
Prerequisites: MATH 0600 (C or higher) and eligible for READ 1106
A one-semester course focusing on the description of the solar system, life cycles of the stars, history, and evolution of the universe. This course requires a background in basic algebra. This course offers a lab-like experience. Lecture 3 hours; lab 0 hours.
Semesters: Fall, Spring
PHYS 1110 College Physics 1  (4 cr)
Prerequisites: MATH 1100 (C or higher)
This is the first semester of a two-semester sequence of non-calculus, introductory physics. This course uses college algebra. Topics include kinematics, dynamics, gravitation, momentum, energy (mechanical, thermal), fluids, and waves. Lecture 3 hours; lab 2 hours.
Semesters: Fall, Spring MnTC Goals: 3

PHYS 1111 College Physics 2  (4 cr)
Prerequisites: PHYS 1110 (C or higher) and MATH 1100
This is the second semester of a two-semester sequence of non-calculus, introductory physics. Topics include electricity, magnetism, electromagnetic waves, and optics. Lecture 3 hours; lab 2 hours.
Semesters: Spring MnTC Goals: 3

PHYS 1114 Introductory Astronomy  (4 cr)
Prerequisites: MATH 0700 (B or higher) and eligible for READ 1106
A one-semester introductory course in astronomy covering the tools and methods of astronomy and the physics of the solar system, stars, galaxies, and the universe. This course requires a background in intermediate algebra. Laboratory includes tools and methods of astronomy; data collection and analysis; and observations (when feasible). Lecture 3 hours; lab 2 hours. This course is not a sequel to PHYS 1104.
Semesters: Fall, Spring MnTC Goals: 3

PHYS 1121 Physics with Calculus 1  (5 cr)
Prerequisites: MATH 1510 (C or higher), MATH 1520 or concurrent registration and eligible for READ 1106
This is the first semester of a two-semester sequence of calculus-based, introductory physics. This course uses calculus. Topics include kinematics, dynamics, rotational motion, gravitation, conservation laws of momentum and energy, fluids, thermal physics, and oscillations. This course meets requirements for students majoring in engineering, mathematics, computer science, or the sciences. Lecture 4 hours; lab 2 hours.
Semesters: Fall, Spring MnTC Goals: 3

PHYS 1122 Physics with Calculus 2  (5 cr)
Prerequisites: PHYS 1121 (C or higher) and MATH 1520
Recommended: MATH 2510 or concurrent registration (preferred) or MATH 2520 or concurrent registration
This is the second semester of a two-semester sequence of calculus-based, introductory physics. This course uses calculus. Topics include wave phenomena, electricity, magnetism, Maxwell’s equations, and physical optics. This course meets requirements for students majoring in engineering, mathematics, computer science, or the sciences. Lecture 4 hours; lab 2 hours.
Semesters: Fall, Spring MnTC Goals: 3

PHYS 1201 Physics with Biomedical Applications 1  (4 cr)
Prerequisites: MATH 1400 or MATH 1510
This is the first semester of a two-semester sequence in introductory physics. This course uses the basic concepts of calculus such as the derivative and simple integration.

The course covers topics from kinematics, dynamics, torque, energy, fluids, and thermal physics. This course relates fundamental concepts of physics to biomedical applications; it meets requirements for students majoring in the biological sciences and is appropriate for students who plan to enter the health professions. Lecture 3 hours; lab 2 hours.
Semesters: Fall MnTC Goals: 3

PHYS 1202 Physics with Biomedical Applications 2  (4 cr)
Prerequisites: PHYS 1201 and MATH 1400 or MATH 1510
This is the second semester of a two-semester sequence in introductory physics. The course uses the basic concepts of calculus such as the derivative and simple integration. The course covers topics from waves, electricity, simple DC circuits, magnetism, atomic structure and spectra, and nuclear physics. This course relates fundamental concepts of physics to biomedical applications; it meets requirements for students majoring in the biological sciences and is appropriate for students who plan to enter the health professions. Lecture 3 hours; lab 2 hours.
Semesters: Spring MnTC Goals: 3

PHYS 1900 Topics in Physics  (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in physics; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

PHYS 2096 Internship in Physics  (2-4 cr)
Prerequisites: Previous coursework in Physics and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring MnTC Goals: 3

PHYS 2250 Modern Physics  (4 cr)
Prerequisites: PHYS 1121, PHYS 1122 and MATH 2510
Recommended: MATH 2520
A one-semester introduction to the topics of modern physics including the special theory of relativity, solid state physics, and quantum theory. This course requires a background in calculus-based physics and differential equations. This course is generally required for electrical engineering, physics, and astronomy majors. Lecture 3 hours; lab 0 hours.
Semesters: Spring MnTC Goals: 3

PHYS 2900 Topics in Physics  (1-4 cr)
Prerequisites: Topic-dependent
An examination of a special topic in physics; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.
Political Science Courses

POLS 1130 Introduction to U.S. Politics (3 cr)
Considers fundamentals of U.S. politics including constitutional principles, organization of government, basic freedoms, civil liberties, civil rights, political cultures, parties and interest groups, campaigns and elections, and national controversies.
Semesters: Fall, Spring MnTC Goals: 5, 9

POLS 1132 Introduction to Comparative Politics (3 cr)
Explores and compares major social institutions (states and governments, economies and markets, cultures and identities) and their interactions. Special comparisons of developed and developing nations, as well as comparisons of present conditions and likely future conditions; comparisons where apt, with United States.
Semesters: Fall, Spring MnTC Goals: 5, 8

POLS 1133 Middle East Politics (3 cr)
Explores the historic background and current dynamics of Middle Eastern politics with an emphasis on the Arab-Israeli conflict, economic development, democracy movements, modernization, religious disputes and the war on terrorism.
Semesters: Fall MnTC Goals: 5, 7

POLS 1135 Introduction to Political Thought (3 cr)
Explores enduring, controversial political topics across several thinkers and eras using visual media to illustrate themes and questions. Topics may include justice, power, authority, freedom, roles and purposes of government, the nature of the state, democracy, capitalism, economic prosperity, and “the good life” in a political community. By exploring diverse topics, students will encounter and apply different political ideologies, such as conservatism, liberalism, fascism, socialism, communism, feminism, environmentalism, democracy, capitalism, corporatism, and statism.
Semesters: Spring MnTC Goals: 5, 9

POLS 1150 Introduction to World Politics (3 cr)
Develops a global perspective by exploring interactions of nation-states, origins and effects of global capitalism, and changing effects on global affairs of technological innovations, international organizations, corporations, and ideologies.
Semesters: Fall MnTC Goals: 5, 8

POLS 1152 Model United Nations (3 cr)
This course introduces students to the workings of the world’s most important international organization - the United Nations - and to the practice of negotiation and diplomacy. The aim of the course is to develop student abilities in the “civic arts” of negotiation, advocacy, public speaking, policy writing and policy analysis. All enrolled students will prepare for and participate in the Arrowhead Model United Nations conference held annually in April.
Semesters: Spring MnTC Goals: 5, 8

POLS 1195 Conflict and Negotiation (3 cr)
Politics is conflict over values, ideas and resources. Political Science is, in part, the study of conflict and conflict management. This course develops expertise, confidence and skills for managing, transforming and waging conflict constructively, primarily through negotiation in diverse political-legal-social situations. The course is extremely hands-on and interactive, including many situations, role-playing experiences, activities and negotiations.
Semesters: Fall MnTC Goals: 5, 7

POLS 1900 Topics in Political Science (1-4 cr)
Prerequisites: Topic-dependent
Examines specific topics in politics and public policy; intended for all students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

POLS 2096 Internship in Political Science (2-4 cr)
Prerequisites: Previous coursework in Political Science and consent of instructor and the Center for Experiential Education
Explores careers and training in a supervised work setting. Combines theory with field experience in a political setting to learn how public policy is shaped. Students spend approximately 2.5 hours per week, per credit on the job, and attend weekly seminars. Students may earn 3 to 8 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

POLS 2250 Constitutional Law (3 cr)
Examines the Constitution and Bill of Rights as elements of national government and criminal justice. Special attention to issues in law enforcement and criminal justice. In-depth attention to First Amendment, equal protection, due process, search and seizure, rights of the accused, rights of prisoners, war powers, presidential authority, and historic Supreme Court cases.
Semesters: Spring MnTC Goals: 5, 9

POLS 2900 Topics in Political Science (1-4 cr)
Prerequisites: Topic-dependent
Examines specific topics in politics and public policy; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Psychology Courses

PSYC 1100 Psychology in Modern Life (3 cr)
Psychology in Modern Life is designed to be an introduction to the discipline of psychology as it applies to everyday behavior. The major emphasis of the course will be on applying knowledge of psychological principles to real-life situations. Examples of life situations addressed include topics such as stress management, decision-making, handling conflict, and personality adjustment. The course has an empirical focus, which means that we will apply data collected via the scientific method to problems in living, and develop our critical thinking skills in order to evaluate claims about healthy living made by sources from within and outside the psychological community.
Semesters: Fall, Spring MnTC Goals: 5
PSYC 1106  Psychology of Women  (3 cr)
This course examines the psychological, social, and biological factors in the development of women including the influence of biology, the development of sex roles, personality differences in emotionality, dependency, aggression, analytical ability, female development, and mental health.
Semesters: Fall, Spring  MnTC Goals: 7

PSYC 1108  Psychology of Death and Dying  (3 cr)
This course introduces historical and socio-cultural forces which shape our understanding of death and dying. The changing nature of the dying patient’s situation, critical issues in end-of-life care, ceremonies and rites enacted at the time of death, legal considerations, bereavement, grief, and mourning are introduced with a lifespan and cross-cultural perspective.
Semesters: Fall, Spring  MnTC Goals: 7, 9

PSYC 1109  Child and Adolescent Development  (3 cr)
Prerequisites: Eligible for READ 1106
This course investigates the physical, cognitive, and psychosocial areas of development from conception through adolescence. Relevant theories, research, methods and issues are addressed. An interactionist approach regarding the influence of both heredity and environment is emphasized.
Semesters: Fall, Spring  MnTC Goals: 5

PSYC 1110  Introduction to Psychology  (4 cr)
Recommended: Eligible for READ 1106
This course is an introduction to the scientific study of human behavior and mental processes. It prepares students for more advanced coursework in psychology and provides a basic understanding of psychology for those entering other fields. The course introduces the problems, methods, and findings of modern psychology to beginning students.
Semesters: Fall, Spring  MnTC Goals: 5

PSYC 1120  Psychology of Human Sexuality  (3 cr)
This course is an overview of theories, research, and contemporary issues in the scientific study of human sexual behavior and experience. Topics may include research methods, physiology, arousal and response, gender identity, gender differences, orientation, sexual variations, and attraction and love.
Semesters: Fall, Spring  MnTC Goals: 5

PSYC 1140  Psychology of Gender  (3 cr)
This course is an exploration of gender as a central organizing feature of human behavior and an overall picture of gender from a psychological perspective. Students will examine various theoretical models of male and female development from a psychological perspective.
Semesters: Fall, Spring  MnTC Goals: 7

PSYC 1220  Psychology of Adulthood and Aging  (3 cr)
This course explores the physical, cognitive, and psychological factors associated with aging. The primary focus of the class is on older adulthood; however, information concerning all years of adult development will be presented within a developmental framework. The course is also concerned with individual differences among older adults, the promotion of optimal functioning through the aging process, and death and dying.
Semesters: Fall, Spring  MnTC Goals: 5, 7

PSYC 1900  Topics in Psychology  (1-4 cr)
Prerequisites: Topic-dependent
Examination of a special topic in psychology; intended for all students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

PSYC 2096  Internship in Psychology  (2-4 cr)
Prerequisites: Previous coursework in Psychology and consent of instructor and the Center for Experiential Education
This course provides the student with the opportunity for career exploration and training in a supervised work setting. The course combines theory with field experience in settings related to psychology. Requirements include: relevant reading in psychological literature, approximately 2.5 hours per week, per credit, on the job, and a written project that integrates the literature with the work experience. Students will meet individually with appointed psychology faculty about eight times during the semester for project guidance.
Semesters: Fall, Spring

PSYC 2200  Abnormal Psychology  (3 cr)
Prerequisites: PSYC 1110
This course is a survey of the scientific study of psychological disorders such as obsessive-compulsive disorder, depression, bipolar disorder, and schizophrenia. Topics include how people are diagnosed, possible causes of disorders, and research on the treatment of disorders.
Semesters: Fall, Spring  MnTC Goals: 5, 7

PSYC 2210  Developmental Psychology: Life Span  (4 cr)
Prerequisites: PSYC 1110
Developmental Psychology is the exploration of child, adolescent, and adult development beginning with conception and continuing through death. Emphasis is placed on the theoretical, experimental, and applied aspects of development. Physical, cognitive, and psychosocial realms of development will be investigated for each age range.
Particular attention is given to the application of research and theory to current issues.
Semesters: Fall, Spring  MnTC Goals: 5, 7

PSYC 2300  Psychology of Personality  (3 cr)
Prerequisites: PSYC 1110
This course introduces students to the scientific study of human personality with an emphasis on individual differences. Important theories and research studies of personality are discussed. Topics include personality traits; biological, psychological, and social-cultural influences on personality; and links between personality and everyday life.
Semesters: Fall, Spring  MnTC Goals: 5
PSYC 2400  Psychology of Religion and Spirituality (3 cr)  
*Prerequisites: PSYC 1110*
This course introduces students to psychological research related to religion and spirituality. Topics include relations between science and religion; similarities and differences between the concepts of “religion” and “spirituality;” similarities and differences across religious traditions; individual differences in religiousness; psychosocial differences across different religious traditions; biological, psychological and environmental causes of personal religiousness; religious and spiritual experience; how religiousness relates with health outcomes and violence; and virtues such as forgiveness, compassion and gratitude.  
Semesters: Fall, Spring  
MnTC Goals: 5, 7

PSYC 2500  Biopsychology (3 cr)  
*Prerequisites: PSYC 1110 or BIOL 1102*
Biopsychology provides an overview of neuroanatomy, basic principles of neural conduction, and basic techniques used in biopsychological investigations. It reviews current knowledge of the biological bases of human behavior and experience: sensation and perception, movement, cognition and language, attention, learning, memory, stress, wakefulness and sleep, psychiatric disorders. The course examines how important questions in psychology can be addressed with biological methods.  
Semesters: Spring  
MnTC Goals: 5

PSYC 2600  Introduction to Social Psychology (3 cr)  
*Prerequisites: PSYC 1110*
This course is an introduction to social psychology, which is the scientific study of how social contexts influence and shape individual behavior. Topics typically covered include the relation of self and culture, person perception, attitudes and their relation to behavior, attribution theory, persuasion, conformity and obedience, interpersonal attraction, prejudice and discrimination, aggression, group dynamics, and intergroup relations. Multicultural factors may be explored within the context of several of the above mentioned topic areas.  
Semesters: Fall, Spring  
MnTC Goals: 5, 7

PSYC 2900  Topics in Psychology (1-4 cr)  
*Prerequisites: Topic-dependent*
Examination of a special topic in psychology; intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

Reading Courses

READ 0860  Reading Skills (4 cr)  
*Prerequisites: EAP 0855 (C/P or higher) or eligible for READ 0860*
This course is designed with an emphasis on the basic reading skills necessary for literal comprehension of written materials including a vocabulary component and longer readings in fiction and academic content areas.  
P/NC grading (option to choose A-F grading).  
Semesters: Fall, Spring

READ 0955  Fast Track Reading (6 cr)  
*Prerequisites: EAP 0855 (C/P or higher) or eligible for READ 0860*
Recommended: Accuplacer score between 50 and 59 and/or B or higher in EAP 0855
This course combines topics from both the Reading Skills course as well as the Reading/Study Skills for College course in an accelerated, one-semester class that is designed to provide the reading and study skills necessary for success in college. It is designed to develop vocabulary, effective literal, inferential, and introductory critical reading comprehension in fiction and academic content areas with study strategies that are necessary for success in college. This course satisfies both the READ 0860 and READ 0960 requirements. P/NC grading (option to choose A-F grading).  
Semesters: Fall, Spring

READ 0960  Reading/Study Skills for College (4 cr)  
*Prerequisites: READ 0860 (C/P or higher) or eligible for READ 0960*
This course is designed to develop effective literal, inferential, and introductory critical reading comprehension with study strategies that are necessary for success in college. P/NC grading (option to choose A-F grading).  
Semesters: Fall, Spring

READ 0961  Reading Strategies Review (1 cr)  
*Prerequisites: Eligible for READ 0960*
This course is designed to assist students in reviewing effective reading strategies for college course work. Strategies include effective literal, inferential, and introductory critical reading comprehension. This course is intended for review of strategies in order to improve on the Accuplacer placement test. After successful completion of this course, students may retake the Accuplacer placement test. This course does not take the place of READ 0960 for placement. Recommended for students with an Accuplacer placement score of 70-77.49 or non-native speakers’ placement test score of 115-120. P/NC grading (option to choose A-F grading).

READ 1104  College Study Strategies (3 cr)  
*Prerequisites: Eligible for READ 1106*
This course is designed to assist students in developing effective study strategies for college coursework. Skills include goal setting, time management, organization, concentration, vocabulary acquisition, memory improvement, listening, note taking, test taking, test anxiety management, textbook processing, and keys to successful online learning.

READ 1106  Critical Reading Skills (3 cr)  
*Prerequisites: READ 0960 (C/P or higher) or eligible for READ 1106*
This course is designed to help students learn and develop the critical reading and thinking skills needed in order to comprehend, analyze, and interpret college-level material. Students will be introduced to a variety of genres which may include poetry, fiction, nonfiction, essays, and textbook materials.  
Semesters: Fall, Spring
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 1110</td>
<td>Study and Thinking Skills in the Academic Disciplines</td>
<td>2 cr</td>
<td>Prerequisites: READ 0860 (C/P or higher) or eligible for READ 0960</td>
<td>This course is designed to help students acquire a repertoire of active study and thinking skills for use in academic disciplines.</td>
</tr>
<tr>
<td>READ 1230</td>
<td>Minnesota Teacher Licensure Examination (MTLE) Reading Seminar</td>
<td>1 cr</td>
<td>Prerequisites: Previous coursework in Reading and consent of instructor and the Center for Experiential Education</td>
<td>This course is designed to assist students in reviewing effective reading and test taking strategies needed for passing the Minnesota Teacher Licensure Examination (MTLE). Reading strategies include effective literal, inferential, critical reading comprehension, and critical reasoning skills.</td>
</tr>
<tr>
<td>READ 2096</td>
<td>Internship in Reading</td>
<td>2-4 cr</td>
<td>Prerequisites: Previous coursework in Reading and consent of instructor and the Center for Experiential Education</td>
<td>This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring</td>
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### Sociology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>SOC 1100</td>
<td>Modern US Society: Everyday Life in the United States of America</td>
<td>3 cr</td>
<td>Recommended: Eligible for ENGC 0900 and READ 0960</td>
<td>This survey course will provide valuable information of the United States’ social system including U.S. values, mores, and the popular culture. The course will highlight the principles and practices of U.S. society and culture and analyze the ways in which they manifest in everyday life. The course will also focus on the diversity and multicultural makeup of U.S. society. Semesters: Fall, Spring MnTC Goals: 5, 7</td>
</tr>
<tr>
<td>SOC 1101</td>
<td>Cultural Diversity</td>
<td>3 cr</td>
<td>Recommended: Eligible for ENGC 1101 and READ 1106</td>
<td>This course aims to promote understanding and appreciation of cultural diversity. Sociological and anthropological perspectives will be used to examine sociocultural diversity and multiculturalism, the challenges and opportunities they present, and their importance in our dynamic contemporary world. The course also emphasizes processes such as workplace diversity and long-term trends in multiculturalism, which are transforming our everyday experience. (Same as ANTH 1101.) Semesters: Spring MnTC Goals: 5, 8</td>
</tr>
<tr>
<td>SOC 1102</td>
<td>Love, Sex and Family</td>
<td>3 cr</td>
<td></td>
<td>This course explores the ways that our intimate relationships affect and are affected by society. Through studying love, sexuality, cohabitation, marriage, gender roles, parenting, conflict resolution and divorce, students learn about the diverse, complex, and changing nature of our intimate connections and family lives. Semesters: Fall, Spring MnTC Goals: 5, 7</td>
</tr>
<tr>
<td>SOC 1103</td>
<td>Social Change in Action and Service Learning</td>
<td>3 cr</td>
<td></td>
<td>This course is designed to give students the opportunity to serve as volunteers in the community, to study the social justice problems to which they are responding with their volunteer efforts, and to look at local and global social systems in which these problems exit. This course examines the role of philanthropy and community service; it also explores alternative ways that society responds to community needs. This course has a requirement of 60 hours of service during the semester in order to pass the class. Service sites (approximately 15-25) will be chosen by the instructor in order to meet the learning goals of the course. Semesters: Fall, Spring MnTC Goals: 7, 9</td>
</tr>
<tr>
<td>SOC 1104</td>
<td>Introduction to Sociology</td>
<td>3 cr</td>
<td>Prerequisites: Eligible for ENGC 1101 and READ 1106</td>
<td>An examination of the basic social processes which give order and structure to our lives: socialization, changing social roles, power and privilege, modernization and culture. Service Learning option available. Semesters: Fall, Spring MnTC Goals: 5</td>
</tr>
<tr>
<td>SOC 1105</td>
<td>Social Problems in a Changing World</td>
<td>3 cr</td>
<td>Prerequisites: Eligible for ENGC 1101 and READ 1106</td>
<td>This is an overview of contemporary social problems in both the U.S. and around the world using various sociological perspectives, analytic insights, and methodologies. The course critically analyzes a range of social issues such as poverty and inequality, racism, sexism, family breakdown, education, crime and violence, political economy, unemployment, the environment, globalization, and militarism and terrorism, among other emerging structural and systematic processes affecting the survival of peoples nationally and globally. Semesters: Fall, Spring MnTC Goals: 5, 8</td>
</tr>
<tr>
<td>SOC 1106</td>
<td>Wealth and Poverty</td>
<td>3 cr</td>
<td>Prerequisites: Eligible for ENGC 1101 and READ 1106</td>
<td>Using a sociological perspective, this course explores the causes and consequences of inequality in the United States as well as in other countries across the globe. This course addresses the historical roots, sociological explanations and contemporary realities of inequality and explores the effects of social stratification on individuals and groups within society. MnTC Goals: 5, 7</td>
</tr>
</tbody>
</table>
SOC 1115 Sociology of Sex and Gender Roles (3 cr)
An in-depth examination of the gender roles of males, females, and transgender individuals; the concept that “biology is destiny” and the effects of sex-role stereotyping in personal lives and in relationships. LGBTQIA issues explored.
Semesters: Spring MnTC Goals: 5, 7

SOC 1121 Women Across Cultures (3 cr)
Prerequisites: Eligible for ENGC 1101 and READ 1106
This is a global course focusing on the major institutions of family, religion, education, and economic and political systems as they define, provide for, and frequently limit women. Women’s issues addressed throughout many cultures of the world. (Same as ANTH 1121 and WMST 1121.)
Semesters: Fall, Spring MnTC Goals: 5, 8

SOC 1900 Topics in Sociology (3 cr)
Prerequisites: Topic-dependent
Examination of a special topic in sociology; intended for all interested students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

SOC 2096 Internship in Sociology (2-4 cr)
Prerequisites: Previous coursework in Sociology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience in the field of human services. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

SOC 2108 Social Psychology (3 cr)
Prerequisites: SOC 1104
A focus on the classical issues of social psychology: identity, conformity and obedience, aggression, alienation, communication, and prejudice and how we respond to and influence each other.
Semesters: Fall, Spring MnTC Goals: 5, 7

SOC 2110 American Minority Relations (3 cr)
Prerequisites: SOC 1104
This course examines intergroup relations in the U.S. focusing on majority-minority interactions, with the following emphases: race and ethnicity, prejudice and discrimination, inequality, and assimilation and pluralism; may include global comparisons and/or analysis of status disadvantages pertaining to women, gays, lesbians, bisexuals, and transgender, as well as the aged, poor, and disabled.
Semesters: Fall, Spring MnTC Goals: 5, 7

SOC 2112 Criminology (3 cr)
Prerequisites: SOC 1104
An exploration of crime: the definitions of crime, the patterns that crimes follow, and the prevalence of certain types of crimes. Factors that cause crime and society’s responses to crime are investigated.
Semesters: Spring MnTC Goals: 5

SOC 2114 Families in Crisis (3 cr)
Prerequisites: SOC 1102 or SOC 1104 or SOC 1106
Theoretical perspectives on sociology of families including policy and diversity. Theoretical perspectives on family violence, spouse and child maltreatment and neglect, elder abuse, alcohol abuse, consequences for family functioning, and criminal justice system responses.
Semesters: Fall, Spring MnTC Goals: 5, 7

SOC 2116 Popular Culture and Media Sociology (3 cr)
Prerequisites: SOC 1102 or SOC 1104
Using a sociological perspective, this course explores the diverse constructions of popular culture within the U.S. and selected parts of the world. An important component within this area of sociology addresses how mass media both reflect and influence popular cultural trends. This course is designed to increase students’ abilities to understand, explain, and analyze popular culture via the lens of the sociological imagination, thus increasing their agency as social actors.

SOC 2125 Social Deviance (3 cr)
Prerequisites: SOC 1104
Sociological examination of significant rule-making and rule-breaking that surveys explorations / explanations of non-conformity relevant to juvenile delinquency, crime, mental illness, substance abuse, and certain other non-normative lifestyle.
Semesters: Fall MnTC Goals: 5

SOC 2130 Introduction to Criminal Justice (3 cr)
Recommended: SOC 1104
Provides an overview of the criminal justice system. Includes the historical development of law enforcement as well as an exploration of the components of the criminal justice system and the functions, jurisdictions, and inter-relationships of various law enforcement agencies.
Semesters: Fall, Spring MnTC Goals: 9

SOC 2131 Juvenile Justice (3 cr)
Recommended: SOC 1104
This course provides an overview of theories of delinquency and the Juvenile Justice System. Special emphasis will be on Minnesota Statutes, Rules for Juvenile Court, and Supreme Court cases which mandate how the Juvenile Justice System works in Minnesota. This course meets specific POST-learning objectives for pre-service law enforcement students to understand what police officers are mandated to do when juveniles are victims or offenders, and how those laws are different from the adult criminal justice system.
Semesters: Fall, Spring

SOC 2132 Police and Community (3 cr)
Recommended: SOC 1104
Examines the interaction of peace officers with members/groups in the communities with a focus on minority groups and the application of community oriented policing principles. This course meets specific POST-learning objectives (as listed in the outline) for pre-service law enforcement students including community oriented polic-
ing philosophy, crime prevention, cultural diversity, bias motivated crime and the proper police response, domestic abuse and assault state mandates, ethics, police professionalism, and the use of discretion by the police.

Semesters: Fall, Spring

**SOC 2134 Corrections** (3 cr)

*Recommended: SOC 1104*

A sociological analysis of corrections and punishment in modern society, exploring the prison system, community based corrections, and alternatives to incarceration.

Semesters: Fall, Spring

**SOC 2900 Topics in Sociology** (1-4 cr)

*Prerequisites: Topic-dependent*

Examination of a special topic in sociology (e.g. Community Crime Prevention); intended for second-year students. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

### Spanish Courses

See World Languages and Cultures Courses.

### Theatre Courses

**THTR 1101 Voice and Movement** (3 cr)

Students will engage in the study of how sound is created in and projected from the body. They will practice vocal and physical dynamics. Students will discover how flexibility, strength, and freedom in one have an effect on the other. This course is recommended for students preparing for careers where speaking in front of groups is required (e.g. acting, singing, teaching, selling, marketing, management, etc.). Students will be expected to dress for movement.

Semesters: Fall

**THTR 1111 Introduction to Cinema** (3 cr)

Explores the development of film from aesthetic, historical, and cultural perspectives. Includes the work of past and present filmmakers in an attempt to analyze and evaluate the changing nature of film in every aspect. In addition, the course asks students to examine the profound personal impact that this medium has had their lives.

Semesters: Fall, Spring

**THTR 1116 Introduction to Theatre** (3 cr)

Explores the magic of theatre by studying its historical and contemporary significance, and by examining the process of producing live theatre. This course will critically examine the richness and diversity of drama, as well as the methods and styles of actors, directors, playwrights, and designers. Participation in class projects, production attendance, and production work hours may be required.

Semesters: Fall, Spring

**THTR 1117 Introduction to Theatre: Television** (3 cr)

Explores the role of television from aesthetic, historical, social, and cultural perspectives including the medium’s early beginnings through today. Includes the examination and evaluation of different methods and types of presentations and the concept of dramatic structure. In addition, this course asks students to examine the profound personal impact that television has had in their lives.

Semesters: Fall, Spring

**THTR 1118 Theatre in the Twin Cities** (3 cr)

Students will experience and respond to several theatre productions and encounter a wide variety of styles, genres, and production forms from diverse cultural and ethnic traditions. Analyzes how theatre artists work and how their productions embody the playwright and director’s intentions. Students become familiar with the artistic goals and methods of various Twin Cities theatres, and learns how to respond to theatre performance more knowledgeably. There is an additional fee for this course.

Semesters: Fall, Spring

**THTR 1120 Theatre Performance Practicum** (1 cr)

*Prerequisites: Instructor’s permission*

Participation as a performer in a main stage or approved theatrical production. Maximum of four semester credits.

Semesters: Fall, Spring

**THTR 1122 Technical Theatre Practicum** (1 cr)

Participation as a construction or run crew member on a main stage or approved theatrical production. Maximum of 4 semester credits.

Semesters: Fall, Spring

**THTR 1130 Introduction to Stage Costumes** (3 cr)

Explores the basic theory and practice of costumes for the stage. Design, purpose, tools, and methods of application will be studied to assess how they enrich the meaning of the drama. Students will learn to formulate criteria for interpreting designs and they will experience practical problem solving through costume construction techniques for production. Production work hours may be required.

Semesters: Spring

**THTR 1135 Introduction to Stage Makeup** (2 cr)

Explores the basic theory and practice of makeup for the stage. Design, purpose, tools, and methods of application will be studied to assess how they enrich the meaning of the drama. Students will learn to formulate criteria for interpreting designs and they will experience practical problem solving by creating multiple designs and applications. Production work hours may be required.

Semesters: Spring

**THTR 1140 Introduction to Stagecraft** (3 cr)

Explores the basic theory and practice of stagecraft. Design, purpose, tools, and methods of application will be studied to assess how they enrich the meaning of the drama. Students will learn to formulate criteria for interpreting designs and they will experience practical problem solving through stage construction techniques for production. Production hours may be required.

Semesters: Fall
THTR 1145  Introduction to Stage Lighting and Sound  (3 cr)
Explores the basic theory and practice of stage lighting and sound. Also includes introduction to techniques and methods used to realize lighting and sound plots, with particular attention paid to the technical skills required to prepare production documentation, and to set and run lighting and sound equipment in production. Production work hours may be required.
Semesters: Spring  MnTC Goals: 6

THTR 1151  Acting 1  (3 cr)
Experience the process of acting by studying the physical, vocal, and psychological development of a scripted character. This course includes games, exercises, discussions, and in-class performances, which are aimed to develop self-confidence, stage presence, and teamwork.
Semesters: Fall, Spring  MnTC Goals: 6

THTR 1900  Topics in Theatre Studies  (3 cr)
Includes specialized courses that offer students the opportunity to explore areas of theatre and film through more in-depth study. Topics courses do not satisfy goals of the Minnesota Transfer Curriculum.

THTR 2020  Basic Design for the Stage  (3 cr)
Explores concepts, process, and practices common to the design of stage scenery, lighting, makeup, and costumes. Includes the study and application of the aesthetic principles and graphic skills involved in all areas of theatrical design. Develops students’ abilities in research methodology, mechanical drawing, freehand sketching, and rendering as it applies to design for the theatre. Emphasizes design skills as a communication tool in the collaborative process of theatrical production. Production work hours may be required.
Semesters: Fall  MnTC Goals: 6

THTR 2096  Internship in Theatre  (2-4 cr)
Prerequisites: Previous coursework in Theatre and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring  MnTC Goals: 6

THTR 2111  World Cinema  (3 cr)
Prerequisites: THTR 1111
This course explores influential and contemporary world films, movements, and filmmakers. Film aesthetics and dramatic elements will be discussed in terms of national identity, culture, and globalization. To appreciate how film can shape your understanding of the world, students will consider the historical, cultural, and socio-political circumstances of several global films.
Semesters: Spring  MnTC Goals: 6, 8

THTR 2150  Script Analysis  (3 cr)
Focuses on analyzing play scripts with a view to discovering production and performance values and aesthetics. Involves intensive reading of a variety of plays from different periods and styles and includes discussion of options for interpreting a script. Students’ experiences will center on critical analysis of structure, character, theme, dialogue, genre, and style from the point of view of the actor, director, designer, or critic.
Semesters: Spring  MnTC Goals: 6

THTR 2151  Acting 2  (3 cr)
Prerequisites: THTR 1151
Students will engage in further exploration of acting with emphasis on physical and vocal technique. Attention will be paid to Shakespeare. Students will participate in scene work, exercises, and/or games at each class meeting.
Semesters: Spring  MnTC Goals: 6

THTR 2160  Audition Techniques  (3 cr)
Prerequisites: THTR 1151
Prepares the student in the techniques, opportunities, and procedures of auditioning, interviewing, and constructing résumés for advanced study or career placement. Students will develop a repertoire of audition pieces to increase their ability to perform with confidence on short notice.
Semesters: Spring  MnTC Goals: 6

THTR 2520  Stage Management  (3 cr)
Explores basic theories and practices, purposes, tools, and methods of stage management in order to more fully assess the critical role this personnel plays in a theatrical production. Students are asked to create the necessary paperwork required to effectively manage a production. In-class exercises focus on real world production simulations and encourage efficient and effective problem solving. Students may be asked to cover expenses for attendance at productions and for special materials.
Semesters: Fall  MnTC Goals: 6

THTR 2550  Directing 1  (3 cr)
Prerequisites: THTR 1151
This course focuses on the art of play direction. Students will learn the fundamentals of interpretation, blocking and picturization, collaboration and communication, focus and composition, pace, rhythm, and tempo. The role and process of the director will be examined.
Semesters: Fall  MnTC Goals: 6
Vacuum Technology Courses

VACT 1292 Introduction to Vacuum Technology (2 cr)
Recommended: MATH 0700 or concurrent registration or eligible for MATH 1100, eligible for ENGC 1101
Vacuum-based systems are a critical enabling technology used in product development and manufacturing to produce many every-day goods such as digital electronic components, energy efficient glass, and metallised films used for food packaging. This course introduces the principle concepts associated with vacuum technology and the critical components of a vacuum system. Students work with a model vacuum system to complete activities intended to help them understand basic vacuum system functions and characteristics. (Same as NANO 1292.) Semesters: Fall, Spring

VACT 2096 Internship in Vacuum Technology (2-4 cr)
Prerequisites: Previous coursework in Vacuum Technology and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring

VACT 2293 Vacuum Analysis and Troubleshooting (4 cr)
Prerequisites: VACT 1292 or NANO 1292, ENGT 1153 or concurrent registration, ENGT 1184 or concurrent registration, CHEM 1020 (B or higher) or CHEM 1061, PHYS 1110 or concurrent registration
This course addresses advanced concepts related to the construction, operation, maintenance, and repair of vacuum-based systems technologies. An understanding of how materials, mechanical systems, and electrical sub-systems interact in a working vacuum system based on operating requirements is developed. Students work with a model vacuum system to complete a variety of lab activities intended to help them understand vacuum system operation and then simulate classic system problems and solutions. (Same as NANO 1293.) Semesters: Fall

VACT 2294 Semiconductor Processing (4 cr)
Prerequisites: VACT 2297 or NANO 2297 or concurrent registration
Semiconductor processing refers to categories of manufacturing processes associated with fabricating an integrated circuit, a type of electrical component manufactured by the semiconductor industry. This course provides an overview explaining these special processes and how they are sequenced to produce the integrated circuit. Vacuum systems technology plays a critical role in making several of the underlying fabrication processes possible. (Same as NANO 1294.) Semesters: Spring

VACT 2297 Thin Film Deposition (3 cr)
Prerequisites: VACT 2293 or NANO 2293
Thin film deposition refers to techniques used to deposit layers of material on a surface ranging in layer thickness of a few nanometers (1 x 10^-9 m) up to a thickness of 1 micrometer (1x10^-6 m). This course provides an overview of the methods and the embedded vacuum-based technologies used to realize various material deposition processes. Students set up and run processes such as vacuum evaporation and sputtering to create a thin film and then examine characteristics of the layer produced. (Same as NANO 1297.) Semesters: Spring

Women’s Studies Courses

WMST 1101 Introduction to Women’s Studies (3 cr)
Investigates the history and role of women in regard to psychological, political, sociological, philosophical, economic and religious thought, with the aim of enhancing women’s knowledge, sense of self-worth, images and rights. Semesters: Fall, Spring MnTC Goals: 5

WMST 1121 Women Across Cultures (3 cr)
Recommended: Eligible for ENGC 1101 and READ 1106
Global course focusing on the major institutions of family, religion, education, and economic and political systems as they define, provide for, and frequently limit women. Women’s issues addressed throughout many cultures of the world. (Same as ANTH 1121 and SOC 1121.) Semesters: Fall, Spring MnTC Goals: 5, 8

WMST 2096 Internship in Women’s Studies (2-4 cr)
Prerequisites: Previous coursework in Women’s Studies and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting. Combines theory with field experience. Students spend approximately 2.5 hours per week per credit on the job, complete academic work and meet with faculty. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring
World Languages and Cultures Courses

Chinese Courses

CHIN 1100  Beginning Chinese 1  (5 cr)
Introduction to basic language skills. Development of listening, reading, speaking, and writing skills. Cultural understanding and sensitivity are important aspects of the course.
Semesters: Fall
MnTC Goals: 8

CHIN 1101  Introduction to Interpreting and Translation  (2 cr)
Introduction to Interpreting and Translation introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. Taught in English.
(Same as INDS 1101, FREN 1101, GERM 1101, JAPN 1101, SPAN 1101).
Semesters: Fall, Spring

CHIN 1111  Chinese Culture and Civilization  (3 cr)
This course acquaints students with aspects of the culture and civilization of the Chinese-speaking peoples. Course topics will be selected from among the areas of the arts, literature and history to allow students to gain an awareness of cultural, social, religious and linguistic aspects of the target culture. Students will develop an understanding of the responsibility that world citizens share for their common global future by comparing and contrasting their own culture with that of Chinese-speaking peoples. Taught in English.
Semesters: Fall, Spring
MnTC Goals: 6, 8

CHIN 1200  Beginning Chinese 2  (5 cr)
Recommended: CHIN 1100
This course is a continuation of the listening, speaking, reading, and writing competencies developed in CHIN 1100. Students further explore cultural differences, helping them to develop a deeper understanding of the world and a greater cultural perspective.
Semesters: Spring
MnTC Goals: 8

CHIN 2096  Internship in Chinese  (2-4 cr)
Prerequisites: Previous coursework in Chinese and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring

French Courses

FREN 1100  Beginning French 1  (5 cr)
In this course students develop competencies in speaking, listening, reading, and writing in French. Verb forms studied include the present and compound past tenses of regular and irregular verbs. Culture is an integral part of the course and is incorporated through the analysis of film, music, traditions, and daily life in the francophone world.
Semesters: Fall
MnTC Goals: 8

FREN 1101  Introduction to Interpreting and Translation  (2 cr)
Introduction to Interpreting and Translation introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. Taught in English.
(Same as CHIN 1101, INDS 1101, GERM 1101, JAPN 1101, SPAN 1101).
Semesters: Fall, Spring

FREN 1111  Culture and Civilization  (3 cr)
This course acquaints students with aspects of the culture and civilization of French-speaking peoples. Course topics will be selected from among the areas of the arts, literature, and history to allow students to gain an awareness of cultural, social, religious, and linguistic aspects of the target culture. Students will develop an understanding of the responsibility world citizens share for their common global future by comparing and contrasting their own culture with that of French-speaking peoples. Taught in English.
Semesters: Fall, Spring
MnTC Goals: 6, 8

FREN 1200  Beginning French 2  (5 cr)
Recommended: FREN 1100
This course is a continuation of the listening, speaking, reading, and writing competencies developed in FREN 1100. Verb forms studied include the imperfect, future, and conditional tenses. Students further explore cultural differences helping them develop a deeper understanding of the francophone world and a greater cultural perspective.
Semesters: Spring
MnTC Goals: 8

FREN 2096  Internship in French  (2-4 cr)
Prerequisites: Previous coursework in French and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring
FREN 2100 Intermediate French 1 (5 cr)
Recommended: FREN 1200
Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of French-speaking peoples and to create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes regular and irregular present tense, compound past and imperfect forms. Cultural topics include immigration and changing French identity. The course has an important online component and relies on the use of short films to introduce cultural and grammatical topics. Semesters: Fall MnTC Goals: 6, 8

FREN 2200 Intermediate French 2 (5 cr)
Recommended: FREN 2100
Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of French-speaking peoples and to create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes the subjunctive, future, and conditional verb forms. The course has an important online component and relies on the use of short art films to introduce cultural and grammatical topics. Semesters: Spring MnTC Goals: 6, 8

FREN 2210 Advanced Communication Skills (3 cr)
Students continue the development and strengthening of oral and written proficiency acquired in previous courses. This course is strongly recommended for those students who have taken two years of language at the community college level or who have acquired knowledge through other coursework. Oral and written assignments may be based on cultural and/or literary materials presented in class. Semesters: Spring MnTC Goals: 6, 8

German Courses

GERM 1100 Beginning German 1 (5 cr)
This course introduces critical differences and similarities between German and English while students develop competency in speaking, listening, reading, and writing. Aspects of German culture are also frequently introduced in class, which help students acquire cultural sensitivity toward the German-speaking world as part of increased global understanding. Semesters: Fall MnTC Goals: 8

GERM 1101 Introduction to Interpreting and Translation (2 cr)
Introduction to Interpreting and Translation (INDS 1101) introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. Taught in English. (Same as CHIN 1101, FREN 1101, INDS 1101, JAPN 1101, SPAN 1101). Semesters: Fall, Spring

GERM 1111 Culture and Civilization (3 cr)
This course acquaints students with aspects of the culture and civilization of the German-speaking peoples. Course topics will be selected from among the areas of the arts, literature, and history to allow students to gain an awareness of cultural, social, religious, and linguistic aspects of the target culture. Students will develop an understanding of the responsibility world citizens share for their common global future by comparing and contrasting their own culture with that of German-speaking peoples. Taught in English. Semesters: Fall, Spring MnTC Goals: 6, 8

GERM 1200 Beginning German 2 (5 cr)
Recommended: GERM 1100
This course is a continuation of the listening, reading, speaking, and writing competencies developed in GERM 1100. Students further explore cultural differences helping them develop a deeper understanding of the world and a greater cultural perspective. Semesters: Spring MnTC Goals: 8

GERM 2096 Internship in German (2-4 cr)
Prerequisites: Previous coursework in German and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline. Semesters: Fall, Spring
GERM 2100  Intermediate German 1  (5 cr)  
*Recommended: GERM 1200*

Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of German-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities.

Semesters: Fall  
MnTC Goals: 6, 8

GERM 2200  Intermediate German 2  (5 cr)  
*Recommended: GERM 2100*

Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of German-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities.

Semesters: Spring  
MnTC Goals: 6, 8

**Japanese Courses**

**JAPN 1100  Beginning Japanese 1**  (5 cr)  
This course introduces critical differences and similarities between Japanese and English while students develop competency in speaking, listening, reading, and writing. Aspects of Japanese culture are also frequently introduced in class, which help students develop cultural sensitivity toward the Japanese-speaking world as part of increased global understanding.

Semesters: Fall  
MnTC Goals: 8

**JAPN 1101  Introduction to Interpreting and Translation**  (2 cr)  
Introduction to Interpreting and Translation (INDS 1101) introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. Taught in English. (Same as CHIN 1101, FREN 1101, GERM 1101, INDS 1101, SPAN 1101).

Semesters: Fall, Spring

**JAPN 1111  Culture and Civilization**  (3 cr)  
This course acquaints students with aspects of the culture and civilization of the Japanese-speaking peoples. Course topics will be selected from among the areas of the arts, literature, and history to allow students to gain an awareness of cultural, social, religious, and linguistic aspects of the target culture. Students will develop an understanding of the responsibility world citizens share for their common global future by comparing and contrasting their own culture with that of Japanese-speaking peoples. Taught in English.

Semesters: Fall, Spring  
MnTC Goals: 6, 8

**JAPN 1200  Beginning Japanese 2**  (5 cr)  
*Recommended: JAPN 1100*

This course is a continuation of the listening, reading, speaking, and writing competencies developed in JAPN 1100. Students further explore cultural differences helping them develop a deeper understanding of the world and a greater cultural perspective.

Semesters: Spring  
MnTC Goals: 8

**JAPN 2096  Internship in Japanese**  (2-4 cr)  
**Prerequisites: Previous coursework in Japanese and consent of instructor and the Center for Experiential Education**  
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.

Semesters: Fall, Spring

**JAPN 2100  Intermediate Japanese 1**  (5 cr)  
*Recommended: JAPN 1200*

Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of Japanese-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes the forms called “plain forms” for complete phrases and sentences.

Semesters: Fall  
MnTC Goals: 6, 8

**JAPN 2200  Intermediate Japanese 2**  (5 cr)  
*Recommended: JAPN 2100*

Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of Japanese-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes the forms called “plain forms” for complete phrases and sentences.

Semesters: Spring  
MnTC Goals: 6, 8
Spanish Courses

SPAN 1100  Beginning Spanish 1  (5 cr)
This course introduces critical differences and similarities between Spanish and English while students develop competency in speaking, listening, reading, and writing. Aspects of Hispanic culture are also frequently introduced in class, which help students develop cultural sensitivity toward the Spanish-speaking world as part of increased global understanding. The entire present tense is covered, including all irregular verbs.
Semesters: Fall, Spring

SPAN 1101  Introduction to Interpreting and Translation  (2 cr)
Introduction to Interpreting and Translation introduces students to the career competencies, ethics and major theories related to the fields of interpreting and translation. Through readings by experts in the field, case studies, and professional profiles, students will learn about the fields of interpreting and translation and exercise key skills required to work in these professions. Taught in English.
(Same as CHIN 1101, FREN 1101, GERM 1101, JAPN 1101, INDS 1101).
Semesters: Fall, Spring

SPAN 1111  Culture and Civilization  (3 cr)
This course acquaints students with aspects of the culture and civilization of the Spanish-speaking peoples. Course topics will be selected from among the areas of the arts, literature, and history to allow students to gain an awareness of cultural, social, religious, and linguistic aspects of the target culture. Students will develop an understanding of the responsibility world citizens share for their common global future by comparing and contrasting their own culture with that of Spanish-speaking peoples. One course taught in English; one course taught in Spanish.
Semesters: Fall, Spring

SPAN 1120  Spanish for Educators 1  (3 cr)
Spanish for Educators 1 is the first of two courses designed for English-speaking educators and future educators who need to acquire vocabulary and develop basic Spanish skills in order to communicate with Spanish-speaking students and their parents on a variety of school-related topics. In addition, the course seeks to provide learners with an understanding of key concepts about Hispanic culture which influence interactions in educational settings. (Same as EDUC 1120).
Semesters: Fall

SPAN 1100  Beginning Spanish 2  (5 cr)
Recommended: SPAN 1100
This course is a continuation of the listening, reading, speaking, and writing competencies developed in SPAN 1100. Students further explore cultural differences helping them develop a deeper understanding of the world and a greater cultural perspective. All forms of the preterite and imperfect are covered.
Semesters: Fall, Spring

SPAN 1200  Spanish for Educators 2  (3 cr)
Prerequisites: EDUC 1120
Spanish for Educators 2 is the second of two courses designed for English-speaking educators who need to develop basic conversational Spanish skills in order to communicate with Spanish-speaking students and their parents on a wide variety of school-related topics. In this course, students will learn to construct sentences and questions using twelve “high-frequency” structures in Spanish, along with one hundred and twenty verbs relevant to educational settings. Students continue to develop vocabulary related to classroom and school settings. Situational dialogues and role-plays are an important part of this course. Along with developing conversational skills, attention is given to further development of beginning listening, reading and writing skills. Cultural practices and perspectives are presented through the art and literature of the Spanish-speaking peoples. The cultural components in Spanish for Educators 2 are designed to encourage teachers to use authentic Hispanic art and literature in their own classrooms or school communities to raise awareness and understanding about the cultures of Spanish-speaking peoples in Minnesota and the United States. (Same as EDUC 1220).
Semesters: Spring

SPAN 1220  Spanish for Educators 2  (3 cr)
Prerequisites: SPAN 1200
SPAN 1220 is the second of two courses designed for English-speaking educators who need to develop basic conversational Spanish skills in order to communicate with Spanish-speaking students and their parents on a wide variety of school-related topics. In this course, students will learn to construct sentences and questions using twelve “high-frequency” structures in Spanish, along with one hundred and twenty verbs relevant to educational settings. Students continue to develop vocabulary related to classroom and school settings. Situational dialogues and role-plays are an important part of this course. Along with developing conversational skills, attention is given to further development of beginning listening, reading and writing skills. Cultural practices and perspectives are presented through the art and literature of the Spanish-speaking peoples. The cultural components in Spanish for Educators 2 are designed to encourage teachers to use authentic Hispanic art and literature in their own classrooms or school communities to raise awareness and understanding about the cultures of Spanish-speaking peoples in Minnesota and the United States. (Same as EDUC 1220).
Semesters: Spring

SPAN 2096  Internship in Spanish  (2-4 cr)
Prerequisites: Previous coursework in Spanish and consent of instructor and the Center for Experiential Education
This internship course explores careers and training in a supervised work setting and combines theory with field experience. Students spend approximately 2.5 hours per week, per credit on the job, complete academic work, and meet with faculty throughout the semester. Students may earn 2 to 4 credits per semester, with a maximum of 8 credits in any one discipline.
Semesters: Fall, Spring
SPAN 2100 Intermediate Spanish 1 (5 cr)
Recommended: SPAN 1200
Students continue the development and strengthening of the four communication skills: listening, speaking, reading, and writing. Cultural and literary materials are used to develop an appreciation for the arts, history, culture, and literature of Spanish-speaking peoples and create an awareness of cultural, social, and linguistic differences and similarities. Major grammar focus includes a review of the forms and uses of preterit and imperfect; formation and uses of the present subjunctive; and introduction to compound tenses.
Semesters: Fall, Spring MnTC Goals: 6, 8

SPAN 2200 Intermediate Spanish 2 (5 cr)
Recommended: SPAN 2100
Students continue to develop the four communication skills: listening, speaking, reading, and writing. Increased amounts of literary materials and cultural components are used to develop a broader understanding of and appreciation for the arts, history, politics, and culture of the Spanish-speaking world. Major grammar points include a comprehensive review of uses of the subjunctive (both present and imperfect) compound tenses.
Semesters: Fall, Spring MnTC Goals: 6, 8

SPAN 2210 Advanced Communication Skills (3 cr)
Students continue the development and strengthening of oral and written proficiency acquired in previous courses. This course is strongly recommended for those students who have taken two years of language at the community college level, or who have acquired equivalent knowledge through other courses. Oral and written assignments may be based on cultural and/or literary materials presented in class. May be taken a second time for credit.
Semesters: Fall, Spring
Nondiscrimination in Employment and Educational Opportunity

Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, or sexual orientation is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at or visiting the educational or working environment.

This policy is directed at verbal or physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Normandale Community College will give due consideration to an individual’s constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The System Office, colleges, and universities shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but not limited to its students, employees, applicants, volunteers, agents, and Board of Trustees, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

Sexual Harassment and Sexual Violence Policy

Minnesota State Colleges and Universities (MnSCU) will not tolerate sexual harassment or sexual violence toward its students, faculty or staff. In all its forms, sexual harassment and assault violate fundamental rights and the law and are causes for disciplinary action including but not limited to probation, suspension, expulsion or discharge.

Sexual harassment can happen to anyone, in any place, regardless of age, race, marital status, gender, position or personal characteristics. MnSCU has established policies and procedures to handle such incidents in a sensitive and timely manner. College administrators are charged with promoting and maintaining an atmosphere that properly deters and responds to sexual harassment. All members of the College community are expected to discourage all behavior which might be construed as sexual harassment and have zero tolerance for acts of sexual violence.

The College’s concern is to provide appropriate support to the victim while recognizing the rights of the accused. Efforts will be taken to ensure confidentiality if possible and provide remedies, including protection of victims and witnesses from retaliation.

Everyone’s cooperation is needed to assure that Normandale is a safe place to learn and work.

If you see or experience sexual assault at Normandale, report the incident to Public Safety at 952-358-8280, or to the Bloomington Police at 952-881-2333. In the event of an emergency, call 911.

MnSCU provides reporting options, internal mechanisms for dispute resolution and prevention or other related services as appropriate. The full policy is available at on the MnSCU Board Policy website.

Sexual harassment is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended in 1972 and 1991 (42 U.S.C. §2000e. Et. Seq.), the Minnesota Human Rights Law (363.03 subdivision 51), and Title IX of the Education Amendments (20 U.S.C. 1681 Et. Seq.) and is punishable under both federal and state laws.
Discrimination and Harassment Complaint Procedures

The College policy provides for resolving complaints on the basis of bias-motivated offenses, discrimination and sexual harassment. Ideally, complaints are made directly to the person involved. If this is not feasible, or the person does not heed the complaint, the offended person is encouraged to report the incident(s) to the College compliance investigators or officers:

Designated Discrimination/Sexual Harassment Investigators:
- Erin Hoffman, Human Resources Business Partner, L 2779, 952-358-8580
- Wanda Kanwischer, Interim Dean of Students, C 1110, 952-358-8123
- Michael Kirch, Dean of Business and Social Sciences, P 2826, 952-358-8064
- Liz Sabel, Associate Director of New Student Programs, C 1026, 952-358-8530

Designated Discrimination/Sexual Harassment Officers:
- Dionne Doering, Chief Human Resources Officer, L 2781, 952-358-8271
- Orinthia Montague, Vice President of Student Affairs, C 2106, 952-358-8283

Title IX and ADA/Section 504 Coordinators:

Student Coordinator:
- Debra Tillman, Director of the Office for Students with Disabilities, L 2700, 952-358-8623

Employee Coordinator:
- Dionne Doering, Chief Human Resources Officer, L 2781, 952-358-8271

Children on Campus

Children of students and staff are always welcome on campus to participate in appropriate activities and events. However, children should not be brought to classes or offices where their presence may be disruptive to the classroom/office environment. The College does not provide babysitting services, nor should children be left unattended at any time.

Drug and Alcohol-Free Policy

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) and Minnesota Statutes 152 Prohibited Drugs, 340A, Liquor Act, and 624.71., Liquors in Certain Buildings or Grounds, Normandale does not support the illegal use of drugs and of alcohol by its students. Accordingly,

- No student shall use, manufacture, sell, give away, barter, deliver, exchange, distribute or possess with the intent to use, manufacture, sell, give away, barter, deliver, exchange or distribute a controlled substance or drug paraphernalia as defined in Minnesota Statutes, Chapter 152, while on campus, or while involved in a College activity, service, project, program or work situation.
- No student shall use or possess a controlled substance, except when the possession is for that person’s own use and is authorized by law, 1) while on campus, or 2) while involved in a College activity, service, project, program or work situation.
- Except as allowed by Minnesota Statute 624.701, no student shall introduce upon or have possession upon any College campus, or while involved in a College activity, service, project, program or work situation, any alcohol beverage as defined in Minnesota Statute 340A.101.
- Student employees working on federal grants or contracts who are convicted of a criminal drug statute violation occurring in the workplace are required to inform the assigned College administrator of this fact within 5 calendar days of the conviction. The College will notify the federal government within 10 days after receiving notice of such an employee being convicted of a criminal drug statute violation occurring in the work place.
- No student shall be on campus while under the influence of alcohol or a controlled substance except as prescribed by a physician.

Hazing Policy

Normandale Community College will not tolerate hazing toward any member of the College community on or off campus. Hazing is defined as an act which endangers the mental or physical health or safety of a person; subjects a person to public humiliation or ridicule; or destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in a student group or organization. In all forms, hazing violates fundamental rights and the law. Hazing is cause for immediate disciplinary action, including but not limited to probation, suspension or expulsion through the Normandale Community College Code of Conduct procedures.
Latex/Fragrance Free Policy

Normandale Community College will strive to provide a learning and working environment as free of latex as possible for students and employees.

- Normandale will purchase latex free items when the option is available. This is especially important in the health science and laboratory science areas. Examples include, but are not limited to, gloves, stethoscopes and blood pressure cuffs. Latex free, powder free gloves are required for all groups using gloves on campus.
- Employees will be alert for latex products, making substitutions when possible and alerting students and employees when applicable.
- Latex balloons are prohibited on campus. Vendors such as caterers and on campus groups must abide by this rule.
- Normandale Community College’s Public Safety Officers, who are the college’s first responders, will maintain familiarity with signs and symptoms of latex allergies up to recognition and response in the event of anaphylactic shock.
- Students with documented latex allergies will be encouraged to contact the Office for Students with Disabilities if accommodations are required.

Normandale Community College also strives to provide a learning and working environment which reduces exposure to strong fragrances, especially when individuals with fragrance sensitivities are present.

- Normandale will strive to increase awareness of the impact of strong fragrances on some individuals and consider fragrance when purchasing environmental cleaning supplies.
- Normandale will support individuals experiencing symptoms related to environmental fragrances. This support may include education of classmates and or co-workers, change of work location and review of air exchange in employee work area.
- The Americans with Disability Act does not require a total fragrance ban in public buildings due to the difficulty of enforcing such a ban; rather, a voluntary reduction of fragrance is recommended.

Tobacco Free Policy

Normandale buildings are tobacco-free. No tobacco products are to be used within 25 feet of any College building entrance. Noncompliance is punishable by fine and/or disciplinary action. Tobacco users should go to one of the clearly marked designated smoking areas.

These policies and statements are not an irrevocable contract, and the College reserves the right to change any policy without notice.

Code of Conduct

Preamble

As part of our educational mission, Normandale Community College established the Code of Conduct and student rights and responsibilities system. The Code and Student Rights and Responsibilities Board serve as the guide and system to develop students’ understanding of their rights, responsibilities and expectations as members of the Normandale community.

The Student Rights and Responsibilities Board seeks to educate students about their community responsibilities, consequences for their decisions and civility through shared values of academic integrity, respect and fairness. Normandale Community College is committed to the establishment of a learning environment which is reflected in this Code of Conduct.

Article I: Definitions

1. College means Normandale Community College.
2. Administrator means that person designated by the college president to be responsible for the administration of the student Code of Conduct by serving as the Hearing Officer.
3. Alleged student violator means any student accused of violating the Code.
4. Cheating includes but is not limited to -
   a. Use of any unauthorized assistance in taking quizzes, tests or examinations
   b. Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments
   c. The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff
   d. Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
5. College official includes any person employed by the College performing assigned administrative or professional responsibilities.
6. College premises include all land, buildings, facilities and other property in the possession of or owned, used or controlled by the College, including adjacent streets and sidewalks. The Code applies at all locations rented by the College, including facilities as part of the Education for Global Learning program.
7. Complainant means any person who submits a complaint alleging that a student violated the Code. A student who believes that s/he has been a victim of another student’s misconduct will have the same rights under this Code as are provided to the Complainant, even if another member of the College community submitted the complaint itself.
8. **Expulsion** means permanent denial of the privilege of enrollment at the College. Students expelled are not permitted to be on College premises at any time without written approval by the Administrator or designee.

9. **Faculty member** means any person hired by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty.

10. **Hazing** means an act which endangers the mental or physical health or safety of a person, subjects a person to public humiliation or ridicule, or destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a student group, organization or sports team.

11. **Hearing Officer** means the person dedicated to preside over procedural matters under review by the Student Rights and Responsibilities Board.

12. **May** is used in the permissive sense.

13. **Member of the College community** includes any person who is a student, faculty member, College official or any other person employed by the College. A person’s status in a particular situation shall be determined by the Dean of Students or designee.

14. **Organization** means any number of persons who have complied with the formal requirements for College registration as a Student Senate recognized club or Student Life funded group.

15. **Plagiarism** includes but is not limited to the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

16. **Policy** means the written regulations of the College and Minnesota State Colleges and Universities (MnSCU) as found in, but not limited to -
   a. The student Code of Conduct
   b. The College and MnSCU web pages
   c. Board Policy and System procedure 5.18 and 5.18.1 on Alcoholic Beverages and Controlled Substances on Campus
   d. Board Policy and System Procedure 5.22 and 5.22.1 on Acceptable Use of Computers and Information Technology Resources
   e. College catalog.

1. **Preponderance of evidence** means a standard of responsibility that more likely than not the Code has been violated.
2. **Shall** is used in the imperative sense.
3. **Student** includes all persons who -
   a. Are enrolled in one or more courses, either credit or non-credit, through the College
   b. Withdraw, transfer or graduate, after an alleged violation of the student Conduct Code
   c. Are not officially enrolled for a particular term but who have a continuing relationship with the College
   d. Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid.

4. **Student Rights and Responsibilities Board (SRRB)** means any person or persons authorized by the Dean of Students and appointed by the Normandale Student Senate to determine whether a student has violated the Code and to recommend sanctions that may be imposed or to consider an appeal as to whether a student has violated the Code or the sanctions imposed by the Hearing Officer.

5. **Summary Suspension** means a suspension imposed without a formal hearing to ensure the safety and well-being of members of the College community.

6. **Suspension** means denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions may be specified.

**Article II: Proscribed Conduct**

A. **Jurisdiction of the student Code of Conduct.**
   The College Code shall apply to conduct that occurs on College premises, at College sponsored activities, and to off-campus in the following circumstances:
   1. Hazing is involved.
   2. The violation is committed while participating in a College sanctioned or sponsored activity;
   3. The victim is a member of the College community;
   4. The violation constitutes a felony under state or federal law; or
   5. The violation adversely affects the educational, research or service functions of the College. The administrator shall decide whether the Code shall be applied to conduct occurring off campus, on a case by case basis, at his/her sole discretion.

   Allegations of discrimination, harassment and sexual violence shall be resolved pursuant to Board Policy 1B.1, Nondiscrimination in Employment and Education Opportunity, System Procedure 1B.1.1, Report/Complaint of Discrimination/ Harassment Investigation and Resolution, Board Policy 1B.3, Sexual Violence Policy, System Procedure 1B.3.1, Sexual Violence Procedure. Allegations of fraud or dishonest acts shall be resolved pursuant to Board Policy 1C.2, Fraudulent or Other Dishonest Acts.
B. Conduct—Rules and Regulations.
Any student found to have committed or to have attempted to commit the following misconduct in circumstances falling under the jurisdiction of this Code may be subject to the discipline actions outlined in Article III:

A. Investigation and Informal Process
1. Acts of dishonesty, including but not limited to the following: a.) cheating, plagiarism or other forms of academic dishonesty; b.) furnishing false information to any College official, faculty member or office; c.) forgery, alteration or misuse of any College document, record or instrument of identification.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.
3. Physical abuse, verbal abuse, threats, intimidation (which threatens or endangers the health or safety of a person), harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person.
4. Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property, on or off campus.
5. Hazing. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
6. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
7. Unauthorized possession, duplication or use of keys or other access modes to any College premises or unauthorized entry to or use of College premises.
8. Violation of any College or Board policy, rule or regulation published in hard copy or available electronically on the College or MnSCU website.
9. Violation of any federal, state or local law.
10. Use, possession, manufacturing or distribution of marijuana, heroin, narcotics or other controlled substances except as expressly permitted by law.
11. Use, possession, manufacturing or distribution of alcoholic beverages (except as expressly permitted by College or MnSCU regulations), or public intoxication, or violation of Board Policy 5.18 and System Procedure 5.18.1 on Alcoholic Beverages and Controlled Substances on Campus. Alcoholic beverages may not, in any circumstance, be used by, possessed by or distributed to any person under twenty-one (21) years of age.
12. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
13. Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the College and/or infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
14. Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College sponsored or supervised functions.
15. Conduct that is disorderly, lewd or indecent; breach of peace; or aiding, abetting or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in by, the College or members of the academic community. Disorderly conduct includes but is not limited to: Any unauthorized use of electronic or other devices to make an audio or video record of any person while on College premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes but is not limited to surreptitiously taking pictures of another person in a gym, locker room or restroom.
16. Any violation of the College’s Acceptable Use of Computers and Information Technology Resources Policy or Board Policy 5.22 and System Procedure 5.22.1 on Acceptable Use of Computers and Information Technology Resources.
17. Abuse of the student conduct system, including but not limited to:
   a. Failure to obey the notice from the Student Rights and Responsibilities Board or College official to appear for a meeting or hearing as part of the Student Conduct System;
   b. Falsification, distortion, or misrepresentation of information before the Student Rights and Responsibilities Board;
   c. Disruption or interference with the orderly conduct of Student Rights and Responsibilities Board proceedings;
   d. Institution of a student Conduct Code proceeding in bad faith;
   e. Attempting to discourage an individual’s proper participating in, or use of, the student conduct system;
   f. Attempting to influence the impartiality of a member of a Student Rights and
Responsibilities Board prior to, and/or during the course of, the Student Rights and Responsibilities Board proceeding;
g. Harassment (verbal or physical) and/or intimidation of a member of a Student Rights and Responsibilities Board prior to, during, and/or after a student Conduct Code proceeding;
h. Failure to comply with the sanction(s) imposed under the Code;
i. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

C. Violation of Law and College Discipline

College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both criminal law and this Code (that is, if both possible violations result from the same factual situation) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the Administrator. Determinations made or sanctions imposed under this Code shall not be subject to change because criminal complaints arising out of the same facts giving rise to violation of College rules were dismissed, reduced or resolved in favor of or against the criminal law defendant.

Article III: Student Conduct Code Procedures

A. Investigation and Informal Process
1. Any member of the College community may file a written complaint alleging that a student or a student organization has violated student conduct proscriptions. Any complaint should be submitted as soon as possible after the event takes place. Persons filing complaints shall be informed of their rights under the Minnesota Data Practices Act. Following the filing of a complaint against a student or student organization, the Administrator shall conduct an investigation of the allegations.
2. If the complaint seems unwarranted, the Administrator may discontinue proceedings.
3. If there is sufficient evidence to support the complaint, the Administrator shall offer the alleged student violator an opportunity to resolve the alleged violation at an informal meeting. Prior to this meeting, the student shall be given written notice of the specific complaint against him/her and the nature of the information available to support the complaint and provided with a copy of the Code of Conduct. During the meetings the Administrator shall review the complaint and the information with the student and allow the student to present an explanation against the complaint.
4. Within a reasonable time period following the meeting, the Administrator shall inform the alleged student violator in writing of his/her decision whether a violation of the code was established by a preponderance of evidence and any applicable sanction as well as options available for an appeal and/or a formal hearing.
5. A student who is subject to a sanction of expulsion or suspension, except summary suspension, for more than nine (9) days may agree to accept the sanction or may request a formal hearing. The formal hearing should be held within a reasonable time. Other sanctions shall be accepted or may be appealed in accordance with the college’s appeal procedures.
6. If the alleged student violator fails to appear for the informal hearing, the administrator may proceed to review and act upon the complaint in his/her absence and shall notify the student in writing of an action taken.
7. A sanction shall not become effective during the time in which a student seeks an appeal or formal hearing, unless, in the discretion of the administrator, it is necessary to implement an immediate sanction for the safety and welfare of the College community.
8. Appeals of any sanction to the SRRB may result in the imposition of new sanctions in accordance with the Student Code of Conduct.

B. Formal Hearing
1. The College president or designee determines the composition of the Student Rights and Responsibilities Board (SRRB.) Students serving on the SRRB shall be appointed by the Student Senate. The SRRB hearings shall be conducted by a student panel according to the following guidelines:
a. SRRB hearings normally shall be conducted in private.
b. Students or organizations referred for a formal hearing shall be given adequate advance notice in writing of the time, place, and date of the hearing. A student or organization’s failure to appear at the hearing shall not prevent the hearing from proceeding as scheduled.
c. Within a reasonable time prior to the hearing, the student must be informed in writing of: a) the complaint; b) the information to be presented against him/her; c) a list of witnesses; and d) the nature of their testimony.
d. In hearings involving more than one alleged student violator or organization, the administrator, in his or her discretion, may
permit the hearing concerning each student to be conducted either separately or jointly.

e. The student shall be given the opportunity to speak in his/her own defense, to present witnesses and to question any witnesses and to have an advocate present at their own expense. The advocate may provide advice to the student but may not participate in any questioning. When there is likelihood that a student involved in conduct proceedings will face criminal prosecution for a serious offense, it may be advisable that the student have an attorney as the advocate.

f. A written notice of findings and conclusions shall be provided to the student within a reasonable time after the hearing. The notice shall inform the student of any sanction to be imposed. The notice shall also contain information regarding the applicable appeal process.

The hearing may accommodate concerns for the personal safety, well-being and/or fears of confrontation of the complainant, alleged student violator and/or other witness during the hearing by providing for the presence of law enforcement and/or security, separate facilities, by using a visual screen, and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement or other means, where and as determined in the sole judgment of the administrator to be appropriate.

C. Sanctions

1. The following sanctions may be imposed upon any student found to have violated the Code of Conduct:

a. Warning - A notice in writing to the student that the student is violating or has violated institutional regulations.

b. Probation - A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period. The college may impose specific written conditions for the probation.

c. Loss of Privileges - Denial of specified privileges for a designated period of time.

d. Restitution - Compensation for loss, damage or injury. This may take the form of appropriate service and/or monetary or material replacement.

e. Discretionary Sanctions - Work assignments, essays, service to the college or other related discretionary assignments.

f. Suspension - Denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions for re-enrollment may be specified.

g. Expulsion - Permanent denial of the privilege of enrollment at the college.

h. Revocation of Admission and/or Degree - Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation or other violation of college standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

i. Withholding Degree - The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Code of Conduct, including the completion of all sanctions imposed, if any. More than one of the sanctions listed above may be imposed for any single violation.

2. The following sanctions may be imposed upon groups or organizations:

a. Those sanctions listed above;

b. Loss of selected rights and privileges for a specified period of time;

c. Deactivation. Loss of all privileges, including college recognition, for a specified period of time.

D. Summary Suspension

In certain circumstances, the Administrator may impose a summary suspension prior to the informal or formal proceedings described in the previous articles. A summary suspension may be imposed only when, in the judgment of the Administrator, the alleged student violator’s presence on the College campus would constitute a threat to the safety and well-being of members of the campus community.

To the greatest extent possible before implementing the summary suspension, the alleged student violator shall be given oral or written notice of the intent to impose summary suspension and shall be given an opportunity to present oral or written arguments against the imposition of the suspension.

However, the refusal of a student to accept or acknowledge this notice shall not prevent the implementation of a summary suspension. Notice of the summary suspension shall be provided in writing to the student. After the student has been summarily suspended, the student shall be provided an opportunity for a formal or informal hearing within the shortest reasonable time period, not to exceed nine (9) school or business days.

During the summary suspension, the student may not enter the campus without obtaining prior permission from the Administrator.
E. Appeals

1. A decision reached by the Student Rights and Responsibilities Board or a sanction imposed by the Administrator may be appealed by the alleged student violator(s) or complainant(s) to the Vice President of Student Affairs or other designated administrator within five (5) school or business days of the notification of the decision. Such appeals shall be in writing and shall be delivered to the administrator or his or her designee.

2. Except as required to explain the basis of new information, an appeal shall be limited to a review for one or more of the following purposes:
   a. To determine whether the informal or formal hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures, giving the complaining party a reasonable opportunity to prepare and to present information that the Code was violated, and giving the alleged student violator a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
   b. To determine whether the decision reached regarding the alleged student violator was based on substantial information—that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Code occurred.
   c. To determine whether the sanction(s) imposed were appropriate for the violation of the Code which the student was found to have committed.
   d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original informal or formal hearing.

   If an appeal is not upheld by the Vice President of Student Affairs or other administrator for this purpose, the Vice President of Student Affairs may take any appropriate action. If an appeal is upheld, the matter shall be considered final and binding upon all involved, except in cases involving sanctions of suspension for ten (10) days or longer, in which case students shall be informed of their right to a contested case hearing under Minnesota Statutes, Chapter 14.

Article IV: Academic Dishonesty

A. MnSCU Board Policy 3.6:
   Allegations of academic dishonesty may be resolved under separate procedures in accordance with an institution’s policies on those issues. Academic dishonesty allegations are handled in same manner as behavioral paralleling due process through the Vice President of Academic Affairs and deans of the academic departments. The Students Rights and Responsibilities Board may be requested by the Vice President of Academic Affairs to participate in the decision-making and imposing sanctions. The alleged student violator may not appeal to the SSRB but may appeal through the proscribed process for academic dishonesty allegations.

Article V: Interpretation and Revision

A. Any question of interpretation or application of the Code shall be referred to the Dean of Students or his or her designee for final determination.

B. The Code shall be reviewed every five (5) years under the direction of the Dean of Students.

Chapter 14: Contested Case Hearing

Students who are suspended for more than 10 days or who are expelled may request a contested case hearing before an Administrative Law Judge supplied by the Minnesota State Hearing Examiner’s Office in St. Paul. The Administrative Law Judge will issue a recommendation to the College President, who will make a final decision. Students who are suspended for more than 10 days will be notified of this right in writing.
**Tennessean Warning**

Normandale Community College may ask students to provide information that includes private information under state and federal law for admissions, financial aid, disciplinary investigations, academic status or for other College information gathering.

Students are not legally required to provide the information Normandale is requesting and they may refuse to provide some or all of the information requested. However, Normandale may not be able to complete some transactions on students’ behalf if sufficient information is not provided.

With some exceptions, unless a student consents to further release of private information, access to this information will be limited to appropriate College officials.

However, federal and state law does authorize release of private information without a student’s consent to:
- Other school officials, including Normandale faculty, who have legitimate educational interest in the information
- Other schools in which the student is enrolled or seeks or intends to enroll
- The federal Comptroller General or other federal, state or local education officials for purposes of program compliance, audit or evaluation
- As appropriate in connection with the student’s application for or receipt of financial aid
- The juvenile justice system, if the student is a juvenile and the information is necessary, prior to adjudication, to determine the juvenile justice system’s ability to serve the student
- An alleged victim of sexual assault, if a student is the alleged perpetrator of the assault and the release is of the result of a disciplinary proceeding against the student related to the alleged crime
- Student’s parents, if the student’s parents claim the student as a dependent student for tax purposes (Normandale has elected not to participate in this practice)
- A court, grand jury, or state or federal agency, if the information is sought with a subpoena
- An institution engaged in research for an educational institution or agency related to testing, student aid, or improved instruction
- An accrediting organization in connection with its accrediting functions
- Appropriate persons in connection with an emergency, if necessary to protect the student’s health or safety or the health or safety of others
- If required by a court order, or permitted by other state or federal law.
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<table>
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<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
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<tr>
<td>Christopherson, Johan</td>
<td>English, PhD</td>
<td>Univ. of Minnesota</td>
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<td>Cikanek, Korinne</td>
<td>Psychology, BA</td>
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<td>Claycomb, Nancy</td>
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<td>Coate, Kathleen</td>
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<td>Conlon, Amy</td>
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<td>Conroy, Alicia</td>
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<td>Crawford, Jennifer</td>
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<td>Creed, Dan</td>
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<td>Crow, Janet</td>
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<td>Cullen, Elaine</td>
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<td>Daly, Erin</td>
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<td>Dambroski, Hattie</td>
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<td>Daunis, Mary</td>
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<td>Communication</td>
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<td>De La Mora, Teresa</td>
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<td>Dempsey, Matthew</td>
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<td>Dowlatshahi, Layla</td>
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<td>Dunning, Richard D.</td>
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<td>Eastman, Karen</td>
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<td>Forsythe, Laurie</td>
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<td>Foulad, Angela</td>
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<td>Frahm, Laurie</td>
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<td>Fritz, Cherie</td>
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<td>Fung, Carol Fung Kee</td>
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Gilkey, Mary, Flute
Gronemann, Robert, Piano
Hess, Jeffrey, Voice
Jones, Joseph, Bassoon
Kemperman, Will, Percussion
Kieffer, Mark, Organ
Klemp, Marilee, Oboe
Kurschner, James, Saxophone
Marshall, Richard, Viola
Munoz, William, Trumpet
Oden, Wade, Guitar
Pinsonneault, Ona, Clarinet
Stojkovic, Dragon, Violin
Tranter, John, Euphonium
Van Stavern, Brian, French Horn, Trombone, Tuba, Euphonium
Westbrook, Nina, Cello
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