



University Senate Agenda

December 5th Meeting

TO: Members of the University Senate

FROM: Zarrina Azizova, University Senate Chair, 2024-2025

SUBJECT: December 5th, University Senate Meeting

DATE: November 26, 2024

The December 2024 meeting of the University Senate will be held on Thursday, December 5th, 2024, from 3:30-5pm via Zoom. Voting members should use the personalized link they were sent to join the webinar as a panelist. Please check your clutter/junk/spam folder if you do not see the invitation in your inbox. A public link for visitors is posted on the Senate website and in the University Letter.

I. Call to Order (Chair Zarrina Azizova)

II. Establish Quorum (Secretary Scott Correll)


III. Consent calendar:

- 1) Approval of November 7th meeting minutes (attached b.)
- 2) University Curriculum Committee December report (attached c.)
- 3) Essential Studies Program Review Report (attached d.)
- 4) 2023-2024 Faculty Handbook Committee Report (attached e.)
- 5) December Graduation Candidates List (attached f.)

IV. Business calendar:

V. Announcements:

1. Senate Executive Committee Report (Zarrina Azizova)
 - 1.1 Post-Tenure Review Policy Proposal _ First Draft for Comments (Sarah Robinson) (attached g.)
 - 1.2 Proposal of a Faculty Affairs Committee _ First Draft for Comments (attached h.)
2. Council of College Faculties update (Crystal Alberts)
3. Staff Senate update (Anna Kinney)
4. Student Government update (Connor Ferguson)
5. Updates from the Provost (Eric Link)
6. Invited Updates:



6.1 Legislative Priorities by the Senate Legislative Affairs Committee Co-Chairs, Nick Wilson and Bret Weber, and Vice President for Marketing & Communications Meloney Linder.

7. Question period (max 20 minutes)

VI. Adjourn

Minutes of the University Senate Meeting
November 7, 2024

1.

The November meeting of the University Senate was held at 3:30 p.m. on Thursday, November 7, 2024, via Zoom Conference. Chair Zarrina Azizova presided.

2.

The following members of the Senate were present:

Crystal Alberts	Cindy Gregg	Douglas Munski
Runna Alghazo	Dana Harsell	Robert Newman
Sonya Anderson	Hannah Hove	Cristina Oancea
Zarrina Azizova	Wendelin Hume	Kevin O'Brien
Rebecca Bakke	Michele Iiams	Daphne Pedersen
Rebecca Bichel	Yun Ji	Lea Saga-Leiser
Renae Bjorg	Anna Kinney	Kimberly Schweitzer
Lisa Bost-Sandberg	Robert Kraus	Maridee Shogren
Logan Brown	Alena Kubatova	Kathy Smart
Hallie Chelmo	Heather Langerud	Scott Snyder
Emily Cherry Oliver	Assion Lawson-Body	Carla Steen
Travis Clark	Elizabeth Legerski	Paul Sum
Scott Correll	Lewis Liang	Brenna Swanson
Kimberly Dasse	Yeo Howe Lim	Clement Tang
Connor Ferguson	Eric Link	Lauren Tatro
James Gill	Kaleb Martin	Alfred Wallace
Melissa Gjellstad	Adam Matz	Sara Westall
Carson Glaser	Michael McGinniss	Brandon Wild
Daralyn Goldsberry	Richard Millspaugh	Amanda Wilson
Julie Grabanski	Justin Montigne	Shelbie Witte
Shannon Grave	Sandra Moritz	Mike Wozniak

3.

The following members of the Senate were absent:

Daniel Adjekum	Karla Mongeon Stewart	Odele Rajpathy
Andrew Armacost	Dalton Moyer	Patrick Reading
Amy Henley	Chris Nelson	Bradley Rundquist
Mark Hoffmann	Lilien Nelson-Boutros	Michelle Sauer
Stephanie Homstad	Maya Orvis	Jobi Smith
Chloe LaPlant	Brian Pappas	Ellen Steidl
Meloney Linder	Ellie Partington	Brian Tande
Art Malloy	Thomas Petros	Joshua Wynne
Whitney Mayo	Alex Pokornowski	

4.

Ms. Azizova called the meeting to order and provided opening remarks.

5.

Quorum was established

6.

Noting a correction, the minutes from the University Senate on October 3, 2024, were approved with one correction and filed.

7.

Without objection, the 2023-24 University Senate Committee Review Report was filed.

8.

Without objection, the University Senate Curriculum Committee monthly report was filed.

9.

Ms. Azizova provided a report from the Senate Executive Committee. The University Committee review was conducted during 2023-24. There were two committees that did not have any activity during the prior two years. The SEC is looking at forming a Faculty Affairs committee. All committee chairs were invited to a training luncheon earlier this semester. The University Council meeting will contain a synopsis of all University Senate committee work this year. The Ad Hoc Committee on Post Tenure Review will present a preliminary draft in December. Two faculty nominations, one for the UND Naming Committee and one for the UNNetX committee, were made.

10.

Ms. Alberts provided updates from the Council of College Faculties. Updates and changes are coming to Blackboard - the more memory used, the greater the cost. The AI Taskforce meets once per month. CCF is looking at how AI could be used to benefit pedagogy. Post-tenure review continues to be discussed at CCF. CCF discussed Policy 462, the policy to mark courses as low cost/no cost or low materials/no materials.

11.

Ms. Kinney provided updates from the Staff Senate. A new president-elect was chosen. It is Brandon Wallace. Thirty-one days of Glory raffle tickets are available. The proceeds go towards professional development opportunities for staff members. Tubs of Love will begin soon. Donations will go towards Project Dignity. Staff Senators recently volunteered at Northlands Rescue Mission. There are several staff engagement events coming up. Chris Buckles is most current UShine award winner.

12.

Mr. Ferguson provided updates from Student Government. Student Government passed a resolution about expanding the use of Open Educational Resources. Student Government is looking at student fees and who represents students on the committee. There will be a spring game activity with prizes available

next semester. It is hoped this will become an annual event. Student Government has approved their legislative priorities for the upcoming legislative session in North Dakota. The Student Government is working with Parking Services on some parking policy changes.

13.

Mr. Link provided updates from the Office of the Provost. Thank you to everyone who participated in the Essential Studies program review. Thank you to the Senate Scholarly Activities Committee for their latest round UND Connect awards. Spring 2025 registration began this week. The momentum from last year is carrying into next year. Deposits for fall 2025 are already up. The work is ongoing to ensure that UND complies with WCAG 2.1 Level AA. The 605 series of policies and procedures are currently being updated. Dual credit is being discussed at the SBHE. NDUS wants to deliver dual credit in Cass County. BSC would like to begin delivering 90 credit hour bachelor's degrees. Dr. Jenkins will begin her role as the Dean of the School of Medicine and Health Sciences on December 1, 2024.

14.

Mr. Snyder and Ms. Bichel provided an overview of UND's plan in response to the Nelson memo for compliance. The public needs to have access to data from publicly funded research. There is a UND website to reference and understand Open Research and Scholarship.

15.

Ms. Meyer provided an update on UND's transition from Starfish to Hawk Central. The timeline of the transition was reviewed as well as the reason we were seeking a change. The different stages of the rollout were also detailed. Early alerts are no longer required, but general alerts can be raised at any time. Midterm alerts opened during the seventh week of class this fall. There are a few more enhancements to be rolled out.

16.

Ms. Alberts moved to extend the meeting until 5:13 p.m. Mr. Munski seconded the motion. The motion carried.

17.

The twenty-minute question and answer period opened at 4:54 p.m. Ms. Alberts inquired as to ways to navigate data sovereignty as well as copyrighted data. Mr. Snyder stated that there is further clarification beginning in February about what can be exempted from the Nelson memo requirements. The question-and-answer period ended at 4:59 p.m. with no additional questions.

18.

There were no matters arising presented.

19.

The meeting adjourned at 5:00 p.m.

Scott Correll, Secretary
University Senate

**University Senate Curriculum Committee Report
December 2024**

I New Course

- BME 424 : Computational NeuroEngineering of innovation
- BME 444 : Advanced Imaging Systems in Biomedicine
- BME 471 : Medical Device Regulatory and Commercialization
- BME 472 : Quality Engineering
- BME 473 : Risk Management
- BME 474 : Good Manufacturing Practice
- BME 475 : Medical Device Commercialization
- BME 476 : Product Safety
- BME 477 : FDA Regulatory Approval Pathways
- BME 478 : Verification & Validation
- CSCI 573 : Advanced Penetration Testing
- EE 404 : Power Electronics
- EE 407 : Renewable Energy Systems
- EE 413 : Advanced Embedded Systems Design
- EE 432 : Antennas II
- EE 443 : Wireless Communications
- EE 448 : Advanced Wireless Communications Engineering
- EE 453 : Control Systems I
- EE 482 : Intelligent Decision Systems
- EE 483 : Engineering Systems Reliability
- EE 502 : Power Systems I
- EE 503 : Power Systems II
- EE 531 : Antennas I
- EE 535 : Microwave Circuit Design I
- EE 541 : Communications Engineering
- EE 541 : Communications Engineering
- EE 557 : Robotics Fundamentals
- EE 557 : Robotics Fundamentals
- EE 563 : Digital Image Processing
- EE 563 : Digital Image Processing
- HIST 215 : A World History of Fascism
- N&D 995 : Scholarly Project
- SOC 460 : Technology and Society
- T&L 557 : An Introduction to Engineering Education

II Course Inactivation

- EE 544 : Advanced Microwave Engineering – Course Inactivation

III New Program

- A&S-MA : Master of Arts in Human-Technology Interaction
- CJ-MS : Master of Science in Forensic Science
- CSCI-PHD : Doctor of Philosophy in Artificial Intelligence
- EE-BS : B.S. in Cybersecurity Engineering

IV Program Termination

- EE-GRCERT : Graduate Certificate in Cyber Security

Senate Approval is not required for the following report items

I Program Changes

- CHEM-BSCHEM : BS in Chemistry
- CHEM-BSCHEM : BS with Major in Chemistry
- CHE-BSCHE : B.S. in Chemical Engineering
- T&L-BSED : BSED with Composite Major in Social Studies
- T&L-UGCERT : Certificate in Special Education
- T&L-UGMINOR : Minor in Special Education

II Course Changes: Undergraduate

- BME 422 : Introduction to NeuroEngineering
- CHEM 361 : Problem Solving in Organic Chemistry I
- CHEM 362 : Problem Solving in Organic Chemistry II
- CHEM 366 : Polymers and the Environment
- CHEM 370 : Drug Chemistry and Toxicology
- CSCI 384 : Artificial Intelligence
- CSCI 445 : Mathematical Modeling and Simulation
- ECON 411 : Economic Forecasting
- EE 402 (423) : Power Systems I
- EE 403 (523) : Power Systems II
- EE 411 (441) : Communications Engineering
- EE 428 (457) : Robotics Fundamentals
- EE 431 (430) : Introduction to Antenna Engineering
- EE 434 (435) : Microwave Circuit Design I
- EE 456 (463) : Digital Image Processing
- LANG 250 : Topics in World Languages and Cultures
- LANG 320 : Faculty-Led Study Abroad
- LANG 380 : Global Gateways
- LANG 389 : Honors Tutorial
- MATH 488 : Senior Capstone
- MRKT 201 : Personal Marketing
- MRKT 510 : Strategic Market Planning

- PSYC 270 : Abnormal Psychology

III Course Changes: Graduate

- EE 505 (553) : Control Systems II
- EE 508 (EE 582) : Intelligent Decision Systems
- EE 511 (504) : Power Electronics
- EE 512 (543) : Wireless Communications
- EE 522 (507) : Renewable Energy Systems
- EE 526 (EE 583) : Engineering Systems Reliability
- EE 532 : Antenna Theory
- EE 534 (548) : Advanced Wireless Communications Engineering
- EE 552 (513) : Advanced Embedded Systems Design Systems
- EE 595 (695) : Design Project
- EE 601 (670) : Analytical Foundations of Cyber Security
- EE 602 (671) : Computing Foundations of Cyber Security
- EE 611 (672) : Emerging Threats and Defenses
- EE 614 (673) : Applied Cryptography
- EE 640 (674) : Communication Protocols: OSI model and TCP/IP Protocol Stack
- N&D 997 : Independent Study
- N&D 998 : Thesis
- NURS 538 : Psych Diagnostic Reasoning
- NURS 544 : Pharmacotherapeutics for Primary Care
- NURS 588 : Management of Psychopathology I
- NURS 589 : Management of Psychopathology II
- SPED 425 : Legal/Ethical Aspects in Special Education – Course Change

Academic Program External Review Report

Essential Studies, University of North Dakota, Fall 2024

Compiled by:

Stephen Biscotte (Review Chair)

Assistant Vice Provost of Undergraduate Education

Virginia Tech

President of the Association for General and Liberal Studies (AGLS)

Christopher “Kit” Murphy

Associate Provost for Curriculum and Liberal Learning

The College of New Jersey

Secretary for the Association for General and Liberal Studies (AGLS)

Wynn Yarbrough

Frm. Director of General Education; Capstone Coordinator

The University of the District of Columbia

Council Member for the Association for General and Liberal Studies (AGLS)

Introduction

We want to start the report by thanking our hosts for an extremely well-organized, well-executed site visit. We want to thank Ireland and Karyn specifically for providing useful information and travel planning support well in advance of our visit as well as throughout our time at the University of North Dakota (UND). We experienced kindness, respect, and organic hospitality in our review process. Discussions of general education programs can often get heated, yet ‘it’s a bit annoying’ was probably the harshest language spoken and ‘MIRA’ was the only four letter word we heard!

Charge: The three external reviewers are each heavily involved with national work in general education through the Association of General and Liberal Studies (AGLS), serve as directors of general education programs at their home institutions, have presented and published on general education, and have conducted numerous external program reviews. They were charged with conducting an external review for the Essential Studies program at the University of North Dakota in the Fall of 2024.

Process: Once assembled, the team reviewed the institutional self-review report from 2024 as well as the internal review from 2014. We then met to discuss the on-site agenda and goals, and then conducted a packed two-day site visit that included meetings with faculty, advisors, students, leadership, and other gen ed partners and stakeholders to gather broad perspectives on the current state of the Essential Studies program at University of North Dakota. Afterward,

the team compiled all their notes, met in scheduled daily meetings to discuss key themes and findings, and finalized this report shared now with the UND community.

Spoiler alert! The Essential Studies program is a very good general education program! It provides students with opportunities to build the skills and explore the perspectives they will need for their career, to serve their communities and our democracy, and live a life worth living. There is a beginning, middle, and end. It aligns with the institutional mission for a liberal arts education and does it at scale. We found nearly unanimous agreement that the program is central to the unique and impactful UND education. As one stated 'it's our bread and butter.'

However, if a program is good, but no one hears about it (or can't quickly make sense of it), does it make "the program" sound? The bones are good, but what will it take to reach its full potential? And with all the change in the world, the institution, and students over the past few years, can and will Essential Studies continue to evolve and deliver on its mission and goals in the future?

We hope this report provides an outsider's perspective of the strengths and issues/challenges that emerged in our review and offers suggestions and recommendations to guide the university forward in continuously improving on the concept in an ever-changing higher education landscape.

Context

The general education program doesn't live in a vacuum. There are a number of external, university-level, and program-level challenges and issues that must be considered before making sense of the contents of this report and its recommendations.

Global/National

The value of general education is a consistent seed for discussion across the nation. Because gen ed is the one shared academic experience of all students, it is often politicized and/or put under the microscope as perceptions of higher education and its purpose shift. Ongoing inflation and perceptions of an economic downturn lead many to think of higher ed only as job preparation rather than providing students with the tools for active participation in democracy, a better understanding of the world and their place in it, as well as a means for social mobility and career pursuits. In addition, students and their parents are greatly concerned with things like cost, time-to-degree, and return on investment for the college degree.

Shifts in technology and its pervasiveness in higher education following the pandemic, the rise of remote learning, and the proliferation of AI have all challenged us to look and look again at what it means to participate in the learning enterprise in an inclusive and ethical manner. These challenges have had an outsized impact on gen ed. The Zoomification of some courses, meetings, work modality, etc. has enhanced convenience of participation but hurt the sense of shared community and identity.

Our student populations and their preparation and abilities have changed, and we are tasked with providing relevant and inclusive programs that meet our students where they are and advance them to their career and life goals. Students (and even faculty/staff) may not be as engaged with campus events and activities. And students and their parents are pushing for greater focus on work/career readiness and academic credentialing to further treat higher education as a means to an end (a job).

State Level

The University of North Dakota in Grand Forks serves as the flagship for the state system. As evidenced by the recent digital information literacy requirement, the Chancellor has a good deal of authority and oversight across the system. Since it was mentioned by multiple people, there are rumors that the state could also push to lower degree requirements from 120 to 90. Should this happen, it could have a strong impact on general education broadly across the state and the Essential Studies program specifically. The predicted 'enrollment cliff' across the state and nearby feeder regions causes worry that UND will have to compete harder with nearby institutions and widen their recruitment area.

University Level

The university itself has experienced its own unique changes and stressors. The one challenge mentioned most often is the shift to an incentive-based budget model, which has a perceived impact on ES of increasing pressure on departments across the institution to participate in the program. Another common issue mentioned was the increase in transfer students and students bringing ever-increasing amounts of transfer credits from high school and other higher education institutions, which can stress the 'shared experience' of all students. Furthermore, the shift in advising structure has impacted the way students interact with the program.

Some other mentioned changes include the recent change in UND's research profile, where the hope is that this change will not shift priorities and energy away from the strong liberal arts identity and its focus on teaching and learning. There was a fairly recent Provost shuffle that impacted faculty morale and introduced confusion about shifting priorities and goals. In addition, there has been a small but noticeable shift from tenure-track to non-tenure track faculty. This shift in faculty make-up may not affect teaching quality, but "adjunctification" can impact university culture, morale, and perceived security and investment in teaching and learning.

Finally, there seems to be some energy and ongoing discussion around potential First-Year Experience (FYE) offerings at a wider scale. If implemented, these could be a part of ES or at least serve as a great place to lay the foundation for ES introduction and messaging. There is also a good deal of energy around experiential learning, another potential component or partner of the general education experience moving forward.

General Education

According to AAC&U, the general education program serves as the one shared academic experience of all students at an institution, no matter their prior experience, major, or professional goals. It is hard to identify that one shared experience when students are transferring in a good deal of gen ed credits (either from AP/Dual Enrollment in high school or from other institutions in summer), and major requirements are increasing while stakeholders from across the spectrum push for shorter time-to-degree and lower educational costs.

The institution has invested a good deal in the support of Essential Studies since the prior internal review in 2014. It has greatly improved the website, advising, central leadership support, and has made several attempts at building a program assessment process. Most recently, the institution designed and has begun to fully implement a special emphasis on digital information literacy for all students, proof that the program can improve and evolve to respond to external pressures and student needs.

The twice failed job search for a full-time director for the program has greatly hindered a number of potential improvements and ongoing program assessment and engagement. With any luck (fingers crossed), the current search will be a successful one to supply the leadership and personpower to enact many of the recommendations in this report.

Limitations of Report

Although we felt immersed in the world of Essential Studies during our review, there are limitations to this report that must be considered. We tried our best to get the hang of the university lingo, acronyms, and structures/policies, but we were only on site for a little over two days, and two of the three of us had never set foot in North Dakota. So we may have gotten something wrong (e.g. ‘Wait, who’s Sassy? And is there a magician on staff... why do I keep hearing Taa-Daa?’).

We were able to engage with numerous stakeholders across our jam-packed agenda, but we did get mixed levels of engagement, feedback, and experiences. We feel confident in our understanding of the program perceptions from advising, the dept/college leadership, student success, the ESC, the transfer team, and the Vice Provost team. But we are unclear (too little or no data) about program perceptions from students (n = 5), faculty at large (n = 15, plus committee), and upper leadership (i.e., Provost and President).

Despite these limitations, we hope the report will prove useful and serve as one piece of broader ongoing reflection and program evaluation to ensure continuous improvement for years to come.

Note: This report will NOT include specific recommendations about the details of your general education curriculum (e.g. remove X, add credit hours to Y, change scope of Z, etc.). Instead, it will provide recommendations for how to move forward with your own gen ed recommitment-reform-reimagination **process** with specific questions and tasks to consider

along the way. We also are not advocating that all of our suggestions should be implemented, but instead we provide a number of suggestions, knowing that the dedicated faculty, staff, and students at UND will select those suggestions that make the most sense for UND's mission, context, resources, and manpower over the short and long term.

Essential Studies Strengths:

In this section, we will highlight the strengths of the program, its people, and its operations.

1. Enthusiasm for ES Program

The ES program has momentum and enthusiasm across various constituencies on campus. Engaged faculty and the dedicated committee have helped in creating, aligning and validating courses for approval and implementation. Collaborative units (Registrar, SASCE, Institutional Effectiveness, Advising, the librarians, etc.) continue to support the program and provide valuable, invested feedback for improvements.

Enthusiasm for the program was expressed by the students with whom we met, and they spoke of meaningful intersections of content and interdisciplinary lenses to classes, which they did not expect but which *incentivized them to take additional classes outside the major*. These comments certainly filled our broad liberal arts-loving hearts. Internships, study abroad, undergraduate research were talking points by various constituencies and provide potential for high impact practices (HIPs) in the ES program, particularly in later academic experiences.

2. Wide variety of courses offered and ability for courses to double-count

The transfer team, staff in SASCE, and students cited the wide selection of courses as a strength of the program, as it allows students to find courses that meet requirements, are of interest to them, and facilitate transfer equivalency. All of these attributes enhance the ability of students to graduate in a timely manner.

3. Strong faculty ownership of program

The faculty we interacted with throughout the site visit expressed a strong passion for, connection to, and ownership of the Essential Studies program. The members of the ES Committee meet often to conduct the rigorous validation and revalidation processes as a part of a strong shared governance. The design and implementation of the new Digital Information Literacy component served repeatedly as an example for how the faculty, staff, collaborative units (i.e., libraries, TTaDA), and administration could collaborate in a positive and meaningful way, even when an easier option was available (i.e., all students simply taking Intro to Computer Science).

4. Advisors engaged and knowledgeable

Although the advising support model has evolved in recent years, there is no doubt that the advisors at the University of North Dakota are committed to students, knowledgeable of the program and its complexities, and work hard every chance they get to remind students of the value of a liberal arts education and how college is about more than just career-preparation. They consistently point students to courses and options that could expand their horizons, push them from their comfort zone, or complement their major for a more holistic education. The new model allows for multiple touchpoints for students to get the support they need from day one to graduation, ensuring they do not fall through the cracks. The model is also paying off in reducing stress and bureaucracy as petitions have dropped significantly, making for a more seamless experience for students and advisors and cutting down on backend reviews by administration and the committee.

5. Assessment of program

Assessment of Essential Studies is well on its way to providing the program's various constituents with the data needed for substantial and effective continuous improvement of the program. There is a broad consensus among those with whom we spoke that programmatic assessment is a key component of continuous improvement and program enhancement. Program leaders have already learned from the first two assessment plans that were implemented, and based on that experience, they have developed a solid framework for assessment of the program moving forward.

ES has well-defined learning goals, rubrics for measuring student mastery of goals, a mechanism for communicating results to constituents, and a supportive approach through the Teaching Transformation & Development Academy (TTaDA) to bring faculty together to engage around effective teaching practices for the learning goal assessed in that cycle. Staff in Institutional Effectiveness & Accreditation are deeply committed to the success of the assessment and to the support of faculty, and they already have a well-articulated plan to improve assessment data collection and reporting, including a system through Blackboard that will reduce the workload on instructors.

6. Central administrative support

Central administrative support has made great strides in improving the infrastructure to support the program. The implementation of professional advising has greatly enhanced the Program's ability to convey to students the value and importance of ES and to ensure that students meet the requirements of the program efficiently and in a timely manner (e.g., the number of petitions for transfer courses has dropped considerably). Training of members of Student Academic Success & Career Engagement has resulted in clear and consistent messaging about the importance and value of ES.

7. Flexible and dynamic model

The program has been responsive to meeting student needs in offering varied modalities, and pedagogical approaches. For example, the Teagle Cornerstone work is a primer for creative cross-disciplinary, co-taught courses. The institution has also increased online course offerings to better accommodate student schedules and learning preferences.

8. History of continuous program improvement

Folks involved with the program have shown a history of implementing recommendations and improving on the program (e.g., acting on 2014 external review). The US/Global requirement shift to Intercultural Knowledge was perceived as an improvement to delve into deeper world issues. We can also see the Digital Information Literacy efforts as improving on the program and responding to external mandates in a creative and timely fashion.

Challenges & Recommendations

1. Inconsistent and lack of targeted messaging and communication

Although we only spoke with a few students, they seemed to represent a theme of broad and inconsistent institutional awareness of the ES program. One student shared a genuine attachment to the program 'Don't change a thing about the program. It's perfect as it is', whereas another asked 'Um, what's Essential Studies?'

We recognized several potential reasons for this variation within and across stakeholder groups. First, the ES program, the biggest academic program at the institution, is not a meaningful part of university communication efforts for prospective or current students, faculty and staff, or external stakeholders (e.g., alumni, community members). For example, it is problematic if messaging from Admissions about Essential Studies centers on what can be waived or met elsewhere. Faculty, staff, advisors, and students should be well aware of the valuable experiences happening across the program.

Second, the nomenclature of the program is not doing it any favors. We recognize that the name 'Essential Studies' may be a very accurate, and even inspiring description. However, with increased transfer experience (both students and credit) and a goal of broadening prospective student recruitment beyond the region, the program name leads to confusion when folks try to compare it to other programs with more common descriptions (e.g., general education, core curriculum). In addition, when people do not remember 'breadth of knowledge' and 'special emphasis', it muddles the meaning and purpose of those central components. For example, advisors cannot afford to spend time in their brief interactions with students on deciphering the program and hunting down program information and tools, when they should be focused on the hard work of student guidance and development and messaging the importance and opportunity of Essential

Studies. There seems to be a lack of a shared vocabulary to discuss a complex but important program with internal and/or external stakeholders.

Third, the six learning goals are central to the program structure yet are hidden in many of the program communication and informational tools (e.g., website, advising tools, admissions tools), resulting instead in a default to simple credit requirements and enabling a checkbox mentality. Some spoke passionately and knowledgeably of the learning goals, whereas others were unaware of their existence.

Short-Term Recommendations:

1. Consider a name change. A shift to simply 'general education' may not be ideal, but it would be great to have something more recognizable and consistent with how it is referred to nationally. Even a simple shift to the 'Essential General Education' program might go a long way. Alternatively, consider a name that points directly to the six learning goals (e.g., Skills for Success); this approach might help reduce the current perception that general education is something separate from, or perhaps in opposition to, the major. Many institutions incorporate their mascot into the name... sounds like that's a whole thing for UND, so not recommended in this case. But the name needs to be meaningful and useful. In addition, consider changing the component names (i.e., Breadth of Knowledge and Special Emphasis) to be more memorable and student-friendly. This renaming process can be a good exercise in engaging students, faculty, campus partners, and external constituents.
2. Design a picture and shared vision for what a University of North Dakota graduate should look like and how the program helps to meet that vision. Ideally, this image/diagram should both communicate the purpose and structure of the program while also tying it to the broader degree and educational experience (e.g., co-curricular, experiential learning) of all UND students.
3. Whether you change the names or not, the program, particularly its mission, purpose, value, and structure, needs to be amplified. A proper PR campaign should include student experiences and testimonials, alumni reflections and support, and faculty perspectives of how they are bringing their passions, interests, and innovative pedagogies to the program. These stories can seed admissions/recruitment efforts, populate the website for a more student-facing feel, and support advising outreach beyond in-person conversations. They should be inclusive of the increasingly diverse student body including adult learners, transfer students, and both career-minded and more exploratory students, regardless of where they are in their academic careers. Staff from university relations and admissions as well as faculty from communications and journalism are useful partners in this work. In addition, students from a variety of majors (e.g. journalism, media, English) can contribute videos, articles, and designs either as paid interns or through their ES or major courses.

4. The website is quite useful, particularly compared to many institutions that lack an online gen ed presence beyond a simple catalog. However, in addition to incorporating more student-facing materials in general, the website should a) place the learning goals front-and-center and b) serve as even more of a one-stop shop for information and advising tools. It sounds like some advisors have to go to multiple places to find the information they need, again turning a potential student development and passion-hunting endeavor into a logistical fishing exercise. Here is a good example of a gen ed website that serves diverse stakeholders: [True Blue Core program at MTSU](#) (MTSU has a large transfer and nontraditional student population).
5. In addition to the website, review any and all digital ES tools to ensure they are portraying the value and purpose of the program. Even if the faculty, recruiters, advisors, staff, and institutional leadership are all on the same page and doing the hard work of spreading the word face-to-face, all it takes to undermine all of these collective efforts is one email or advising tool that presents the program as a list of checkmarks to be collected as efficiently as possible. If students enter a course having only seen the title and a jargon-filled catalog description, instructors have to work extra hard to both express the value of the program broadly and the alignment of their course to the program principles and learning goals. This review should extend to the tools and messages utilized at high schools, feeder institutions, and state transfer communications. Again, communicating the value and components of the program is hard, particularly when students enter the institution with a preconceived, checkbox mentality.

Long-Term and Ongoing Recommendations:

1. Tell the ES story early and often. Students should be well aware of the purpose, value, and structure of the program before they arrive, should hear about the great opportunities and experiences in the program during their time at UND, and should continue to hear the great things happening in the program as alumni. These perspectives should also reach UND leadership, campus partners and staff, and the Grand Forks community and beyond. If folks are aware and supportive of the program, they are less likely to lampoon it when times get tough or budgets get tight.
2. This will be outlined again in another section, but the communication and engagement efforts should extend to the physical, in-person realm as well. It sounds like there was a past ES student showcase event that should certainly be relaunched as a means of celebrating and connecting around the great student-led and/or mentored work of students across ES (and particularly from the capstone).
3. Review the course descriptions of ES courses with the aim of enhancing the emphasis on relevance and value and the connection to the ES program, rather than solely the disciplinary concepts to be covered.

2. Perceived complexity of program

Nearly all constituents expressed the view that the program is 'complex', 'cumbersome', or 'confusing,' with multiple layers and labels that are not well understood by students and even some faculty and staff. The unclear relationships among learning goals, breadth of knowledge, and special emphases appear to introduce confusion and obscure the intent/purpose of the program. The broad category names, especially Special Emphasis, do not appear especially easy to remember, and we encountered several persons who struggled to recall the names.

The double-counting across the breadth of knowledge and special emphasis requirements was cited by all constituents, and faculty and advisors indicated that double-counting shifts students from seeking courses that are most beneficial to their academic and career goals to seeking courses that will reduce the number of courses needed and thus economize their time to completion. The hunt for double-counting courses appears to functionally limit course choice and to reduce the ability of students to explore outside their major or pursue their passions.

The requirement that students must take at least two courses from different departments to meet the Breadth of Knowledge requirements (except Communication) has a sound rationale (ensuring that students don't take all of their courses in an area from their own department) but adds increased complexity for students for those requirements that lie outside of their major.

Transfer students face some unique challenges. For example, there are 'hidden requirements' such as courses needing to devote one-third of the course to a special emphasis to count for that requirement. Transfer students may enroll in a course at their institution that appears to them to meet a special emphasis but may fall short of the one third threshold, given that the special emphasis is unique to UND and therefore unlikely to be met elsewhere.

Short-Term Recommendations:

1. As mentioned elsewhere, make the learning goals front and center for the program and the connections between the requirements crystal clear. A diagram on the website that provides a graphical representation of the connections would be helpful, so that anyone (students, faculty, parents, the Provost, etc.) can quickly make sense of the program.
2. As mentioned elsewhere, consider renaming the two broad areas, especially the Special Emphasis category.
3. Consider breaking up some of the combined areas (e.g., humanities and fine arts) and just require students to take X credits of one and X of the other. This change might obviate the need to have the 'must come from two different departments' rule. If not, the very sound desire to ensure that students take

courses outside of their own departments/majors might be more straightforwardly enforced by a limit to the number of ES courses a student can complete within their department/majors.

4. Reconsider the currently quite confusing naming and structure related to the math/science/tech requirement being separate from the quantitative reasoning requirement.
5. To be more transfer friendly, reconsider whether special emphases are considered when conducting transfer petitions and instead focus only on the breadth of knowledge requirements. This exact change was made at Virginia Tech and improved course transferability without losing the soul of the program.
6. Advisors could use some better and more frequent training, particularly for new advisor onboarding. Consider training that instills the why of ES (e.g., having new advisors map requirements onto the NACE competencies and/or a relevant societal issue). Also, create a tool or database that includes in one place all of the ES information advisors need to do their job without having to go to multiple different sites and resources (e.g. student-friendly course description, pedagogy-leveraged, requirements it meets).

Long-Term and Ongoing Recommendations:

1. Consider a simpler structure in which there are only two categories: one focused on skills (as the Learning Goals do), and the other focused on different disciplines (especially different epistemologies). If all courses are required to meet one goal/skill and one discipline/epistemology, then the issue of double counting disappears. See [Middle Tennessee State's TrueBlue Core](#) for an example.
2. Consider packaging the various components into more tangible mini-programs like the [GenEd certificates program at Northern Iowa University](#) or the [gen ed Pathways Minors at Virginia Tech](#) to bring transcriptable value to the experience.

3. Lack of broad faculty and advisor engagement and ownership

As identified previously, there is a shared passion for Essential Studies. However, with the exception of the ES committee and the occasional advisor training, there seems to be few opportunities for various groups to engage with other program stakeholders. This leads to members of the gen ed community (e.g., faculty, advisors, program director, campus partners) working in isolation to make ES as good as it can be.

Even at the ES Committee, the one place cross-institutional ES collaboration is occurring, the members are spending a good majority on the bureaucracy of course validation and revalidation. In addition, multiple stakeholders shared that there may be a correlation between diminished perceived ownership of the program due to a potential underrepresentation of voting members by the entity, College of Arts and Sciences, that has the largest commitment to, and engagement with, ES. It also sounds like there is a

good deal of turnover on the committee that means, as one put it, 'you roll off just as you're getting the hang of the work.' And although advisors are knowledgeable of the program, they are spending too much time focused on the mere logistics and student progress while having to share helpful information through informal advising networks.

Short-Term Recommendations:

1. Develop opportunities for faculty, advisors, students, campus partners, and program leadership to gather regularly to celebrate the great stuff happening in the program (e.g., student showcase), work to continuously improve the program (assessment program evaluation efforts), share the latest updates and changes, share innovative teaching strategies and participate in professional development, and generally build the ES community. This engagement can come in the form of larger annual events, new member onboarding, and smaller informal opportunities (e.g., book clubs, workshops). Partnerships and collaborations with support units such as University Libraries, SASCE, and TTaDA can be fruitful.
2. To shore up the ES Committee work, we recommended that a more robust onboarding process occur for new members and that the membership be reviewed to ensure proper representation on the committee from the units that most serve the program.

Long-Term and Ongoing Recommendations:

1. Gather data to paint a picture of the typical (and not so typical) student experience in ES. Look at ES course enrollment data, data regarding the percentage of students in ES courses using the course for ES credit (rather than major or other requirements), and student perceptions from surveys. This data should be disaggregated to explore whether all students have access to the best the program has to offer.
2. To take it a step beyond simply offering the occasional workshop, an ES excellence in teaching certificate program could be developed and implemented. This certificate could provide opportunities for faculty to learn and share strategies with each other on broad topics as well as specific/targeted needs (e.g., teaching large and/or online classes, better course and program alignment to ES learning goals, bringing experiential learning to foundational courses, etc.). An excellence in ES advising certificate can also be created and implemented.
3. To foster both faculty investment and best practices, scout the service learning/project learning classes already existing for possible capstone opportunities, especially classes that work in teams/partners across interdisciplinary projects. Possibly design a different adoption process for the capstone in ES.

4. Increased (and potentially misaligned) course offerings

A distributive model with sufficient course offerings can allow all students to pursue individual interest and passions and find courses that fit their schedules and degree plans. However, too many course offerings can be overwhelming to students as well as allow for perspectives, ways of disciplinary learning, and disciplinary experiences to become lost or avoided in class selection by students. In addition, inconsistencies in ES approvals and appeals sap the program of energy. While MIRA is driving the “class creation complex,” attention to alignment to learning goals and mission of the ES program would be better guidelines for class creation.

Some departments are looking for more restrictions on who can offer courses in particular areas, whereas others are looking for course offerings to be opened up. With so many students spread across so many courses, under-enrollment increases, elevating the cost of instruction. Having a large number of courses leads students to completing ES within their own major, diminishing their exposure to the skills and perspectives of other disciplines, and making a UND education less beneficial to students, who face the post-graduate world of changing careers, technological intersections, and shifting disciplinary realms (e.g., intersections of sciences, cultural studies).

Short-Term Recommendations:

1. Collecting and analyzing better disaggregated data could help with painting a more transparent picture of the actual student experience and journey through ES. That composite picture, though varying in some ways due to transfer/AP credit, petitions and waivers, retention and time to degree considerations, would be a useful companion to course offerings and the work done to validate, assess, and improve those courses as well as align them to the ES learning goals and mission.
2. There are many options for strengthening class offerings in service of ES: conducting a detailed quantitative analysis of enrollment data for course offerings, including total number of spaces for requirement, average and variance of sections of courses, average and variance in percent fill rates. Devise a model for the number of courses programs put forward each year; cap number of courses from programs, using enrollment data; strategize and incentivize opportunities for team teaching and experiential learning. Fill rates should be one of the metrics examined during revalidation.
3. Create a signature ES Capstone Course that offers experiences and opportunities to tie together all learning goals in the ES program (e.g., service learning course, project/team driven). These Capstone Courses could serve the needs of the Grand Forks region directly as do the [capstones at the University of the District of Columbia](#) or [City as Classroom Gen Ed Capstone at the University of Alabama at Birmingham](#).

4. Better advertise the process for courses to switch ES components if it makes more sense to do so between the revalidation of courses.

Long-Term Recommendation:

There was a suggestion from an attendee to potentially incorporate military, life, and work experience into ES course credit. If this initiative is to be considered, there will need to be a broad university engagement with this possibility with careful review of state and university policies, peer and aspirational institutional review, and data about potential implications of this change.

5. Need to improve assessment and evaluation

Although there are a number of clear strengths to the current assessment of ES (see Strengths section), improvements are needed to fully engage faculty. We note here the issues that we heard expressed by constituents, but a number of these are currently being addressed through strategies described to us by staff in Institutional Effectiveness & Accreditation that they will implement in the near future.

It appears that faculty are not fully aware of the current ES assessment system and its components. Some faculty indicated that they are not familiar with the rubrics, and others indicated a lack of connection with data collection and reporting. We did not get the sense that there is a smooth pathway from scoring of artifacts to distribution of results to the wider community such that they can make ongoing improvements.

The current system is quite correctly focussed on quantitative, direct assessment of mastery of outcomes, but some expressed a desire for qualitative data that might provide insights into the 'why' behind the quantitative data. Furthermore, no data are currently being gathered on the perceptions of representative samples of students and faculty about the strengths and weaknesses of the program. An ES presentation by students could strengthen the 'why' for all constituents. Scoring and awards could provide assessment data as well.

There are some significant issues with the current assessment through the SELF1 of student perceptions of the amount of progress they have made in a class with respect to the ES learning goals. Most importantly, the questions in the survey do not provide the actual learning goal (the long form), so it may be difficult for students to identify what they are rating about the course. Anecdotaly, a Fine Arts professor recounted that students in her class indicated that Quantitative Reasoning was a focus of her course, when the professor indicated that is officially not the case. Comparison of student perceptions of progress made toward a goal with direct measures of that progress can provide useful insights, but the utility of the comparison is compromised if the measure of perceptions is problematic.

Finally, greater communication between systems (e.g., Watermark, Blackboard) would improve data extraction.

Short-Term Recommendations:

1. Either remove the student perception questions from the SELFI or include the full learning outcome in the question.
2. Improve assessment reporting to instructors and guidance for how to analyze and use the data. Guidance may be especially helpful for faculty in disciplines whose epistemologies are not based on empirical evidence, and these faculty could be supported in part by colleagues from disciplines whose scholarship aligns with the methodology of assessment (e.g., the social sciences).
3. Host assessment events that offer opportunities for faculty across each ES component to come together and review data, practice scoring and norming with rubrics, and make recommendations for improvements to program or assessment processes or assessment tools (e.g., rubrics, setup in the LMS). TaDaa could facilitate sessions on how to improve courses and assignments based on assessment data, as well as planning assessment for the next cycle.
4. Leverage any existing surveys (e.g., entering student surveys, surveys of graduates) and existing data collection methods (e.g., asking additional ES-specific questions on SELFI) to gather student perspectives of ES.
3. Conduct new, short surveys focused on student perceptions and perspectives. To increase response rates, such surveys could be conducted in a variety of courses during class time, especially capstone courses. The size of the UND undergraduate population allows a larger set of questions to be divided across subsamples of students so that each student answers only 1-3 questions, thereby reducing survey fatigue and increasing response rates.
4. Conduct surveys of faculty to better understand faculty perceptions and knowledge of the program, and use those results to design targeted faculty development with respect to Essential Studies. Use of direct measures of knowledge of the program (e.g., How many credits of x requirement must students complete?), along with perceptions of knowledge (How knowledgeable do you feel about...?) can provide insight into what additional training faculty may need. Collecting data on the faculty's departmental/college homes can help determine whether perceptions vary substantially across departments/colleges, allowing further tailoring of professional development to the needs of faculty.

Long-Term Recommendation:

Develop qualitative methods (e.g. focus groups, open-ended survey questions) for exploring the *why* behind student and faculty perceptions of ES.

6. Lack of resources and budget

ES is the biggest academic program on the UND campus without a recurring and predictable budget. This lack of budget appears to affect the ability to support events, shared professional development, stipends for ES improvement work, and innovating existing and future ES courses (in terms of technology, team work, experiential opportunities).

Without a dedicated budget and resources, it will be difficult for the ES program to achieve long-term program support and adapt to changes in the student body, major programs, and innovations in technology and pedagogy. For example, if UND experienced an increased multilingual population, the ES program would need training and material support to accommodate and leverage that population for future growth of the university. In addition, without a dedicated budget and expanded resources, implementation of many of the recommendations of this review will be stymied.

Short-Term Recommendations:

1. Partner with Teaching Development Center and Assessment to offer professional development based on assessment and qualitative survey responses from faculty.
2. Use Faculty Teaching Development grants and FIDC grants for cross-program teaching teams developing service-learning and team-based ES courses. Use FIDC grant money to send a team to AGLS or a similar conference for presentation and program improvement/teaching-related development.
3. Explore and incentivize faculty and students in the ES experience to seek external funding. The ES leadership team will need to search for external funding opportunities to support some emerging ideas and revisions (e.g., NSF, HHMI, Teagle, Mellon, Gates Foundation, disciplinary grants, local and regional grant agencies, etc.), provide professional development for, and communication to, a wide variety of stakeholders (e.g., advisors, faculty, and assessment team), and engage with general education discussions and work nationally. This proactive professionalism could include attending the [AGLS Constitute](#) and [gen ed anonymous support group](#), attending [AACU's CLASS conference](#), [Gen Ed Institute](#) (SUPER helpful for the core leadership team), and exploring their various [webinars/periodicals](#). Additional pedagogical work in general education as well as opportunities for ES faculty to publish in the scholarship of teaching and learning (SOTL) can be found in publications like the [Journal of General Education \(JGE\)](#).

Long-Term Recommendation:

Bringing the community into the work ES does through external partnerships (particularly in an ES Capstone course), establishing a cadre of grant-writing faculty (reflected and incentivized in faculty evaluations), and “legitimizing” ES through ES-specific professional development will help in establishing predictable and recurring aspects of the budget that directly benefit the program as well as incentivize community partners to provide resources that will benefit students and the program.

7. Alignment of ES requirements with NDUS standards

Currently, the requirements of ES are aligned with the North Dakota University System’s General Education Requirement Transfer Agreement (GERTA), which structures the general education learning outcomes around a set of academic disciplines. NDUS also allows institutions to adopt instead the Alternative General Education Program (AGEP), which structures the general education learning outcomes around a set of skills plus breadth of knowledge. The breadth of knowledge requirement of AGEP focuses not on disciplinary concepts, as does GERTA, but on an understanding of how different disciplines/epistemologies come to establish knowledge and the application of that knowledge, in an interdisciplinary fashion, to societal problems. Under GERTA, this type of application appears in a long list of basic components that may be included but are not required.

The 2024 Essential Studies Internal Report asked the question “Does the NDUS AGEP structure offer potential advantages/benefits that UND ES should further explore?” Our resounding answer is “Yes!”

Long-Term Recommendation:

Very seriously consider aligning ES with the NDUS AGEP instead of GERTA. Relative to GERTA, the categories of AGEP are more centered on skills and more closely aligned with the ES Learning Goals, and the flexibility with respect to credit hours for each requirement would provide UND the opportunity to better tailor its GenEd program to its students’ needs. Most importantly, AGEP will better prepare students to engage as citizens with the important societal problems that are in desperate need of solutions. The interdisciplinary approach of AGEP aligns better with the inherent need of any decision-making, whether personal, professional, or civic, to bring in multiple disciplinary perspectives, and no important societal issue can be solved by one discipline alone. Aligning ES with AGEP will better equip students for their future, and the increased relevance of AGEP to students’ lives will make the value of ES more apparent to students.

Summary

The Essential Studies program has a lot going for it: dedicated and knowledgeable personnel to support it, a meaningful tradition and core of learning goals to guide it, and a history of continuous improvement to accommodate external pressures and student needs. It has 'good bones' so to speak.

The program (in all its complexity) is also one of the best kept academic secrets at the University of North Dakota, lacking a holistic communication plan, opportunities for broader community engagement, and alignment with broader gen ed standards and nomenclature. To many, ES is a list of disparate courses and their instructors, not a unified program.

A number of short-term and long-term recommendations have been provided to improve the program and strengthen the gen ed community participating in it. None of the recommendations are 'free' or easy, otherwise you'd probably be doing them already. Each will take time, people power, broad engagement, and/or direct funding and resources. The team needs to digest this report and develop a short-term and long-term plan and budget to move the program forward. Then institutional leadership must step up and provide the necessary support and resources to ensure the program can live it up to its full potential. With sufficient support, we are confident the institution can make gen ed at UND a signature academic experience for all graduates that can serve as an exemplar for other institutions.

It was a pleasure serving in this role, visiting and experiencing Essential Studies, even just for a couple of days. We are happy to answer any clarifying questions and would love to be kept in the loop regarding your progress. We wish you the best of luck with the journey.

Stephen Biscotte

Assistant Vice Provost for Undergraduate Education
Virginia Tech

Kit Murphy

Associate Provost for Curriculum and Liberal Learning
The College of New Jersey

Wynn Yarbrough

Fmr. Director, Interdisciplinary General Education Program; Capstone Coordinator
The University of the District of Columbia

Faculty Handbook Committee Summary of AY 2023-2024

During the 2023-2024 academic year, the Faculty Handbook Committee met over email to discuss updating UND's Section III: Teaching Policies and Procedures, I. Class Schedules and Teaching Assignments in light of the SBHE updating policy 406 regarding the Academic Calendar. We decided that because UND policy parroted SBHE policy, the UND policy should instead refer to the SBHE policy. This proposal was forwarded to the Senate Executive Committee on 2024-04-04, who determined the proposal could wait until the fall.

Tim Prescott

U Senate Faculty Handbook Committee Chair (AY 2023-2024)

2024-11-04

GRADUATION CANDIDATES 12/2024**STUDENTS WITH *** BY THEIR NAME HAVE REQUESTED PRIVACY**

Acad Prog	Acad Plan	NAME
UGBIO	BS-BIOLPH	Aakre, Taylor R
UGFCA	BBA-MFCA	Aamodt, Chloe
UGFCA	ND-MJMRKT	Aamodt, Chloe
UGETE	BSEE-EE	Abdulahi, Bashir A
GRIES	PHD-IES	Abdulmalik Ali, Mansurat Golden
GRSED	MED-SED2	Aben-Athar, Chaya Mushka
GRSWK	MSW-SWK2	Abramson, Bethany Rachel
GRELG	CERT-ELRN2	Acker, Linda
UGMNG	BBA-MGMT	Ackerland, Blaze R
UGNUR	BSN-NURS	Adamson, Aylissa Jeanne
GRACC	MACC-ACC	Adelman, Grace
GRTAL	EDD-T&L2	Adeosun, Motunrayo Oluwayemisi
GRCVE	MENGR-CE	Affan, Mohammad
UGGEN	BGS-GS	Ahrndt, Riley
UGASO	BSA-ASO	Akenson, Andie Marie
UGPHE	BSPE-PEXS2	Alderman, Savannah Ruth
GRACC	MACC-ACC2	Aleman, Lori
GRACC	MACC-ACC2	Aleman, Pedro
UGNUR	BSN-NURS	Alexander, Emma
UGNUR	ND-MNNUTR	Alexander, Emma
UGAVM	BBA-AVM	Alharbi, Zead
GRMCE	MS-ME	Almarzoogi, Mohammed
UGAVM	BBA-AVM	Almutairi, Ali
UGAPM	BBA-APM	Alnaqib, Muhammed
UGMNG	BBA-MGMT2	Alt, Coral Grace
UGMNG	ND-MNPSYC	Alt, Coral Grace
GRPTE	MENGR-PTE	Aluah, Rockson
GRCVE	PHD-CE	Amare, Mulugeta Damtew
UGPSY	BS-PSYC	Amerman, Mackenzie Marie
UGIDS	BS-IDS	Amundson, Madeline Rae
UGIDS	ND-MNACC	Amundson, Madeline Rae
UGCMA	BSA-CMA	Amundson, Thomas Michael
LWATP	CERT-ATP	Amuzu, Alfred
LWLAW	JD-LAW	Amuzu, Alfred
GRSED	MED-SED2	Andersen, Michelle Marie
UGPSY	BS-PSYC	Anderson Berger, Rowdy James
UGSWK	BSSW-SWK2	Anderson, Ashley P
UGELM	BSED-ELM2	Anderson, Brooke Natalie
UGELM	ND-MNATCO	Anderson, Brooke Natalie
UGNUR	BSN-NURS	Anderson, Shawna Lynn
UGNUR	ND-MNPSYC	Anderson, Shawna Lynn
UGASM	BSA-ASM2	Anderson-Caldwell, Mackenzie Joy
UGASM	ND-MJASO	Anderson-Caldwell, Mackenzie Joy
UGCMA	BSA-CMA	Arai, Parker B
UGCMA	BSA-CMA	Arch, Wyatt G
GRTAL	EDD-T&L2	Archer, Lewis Robert James
GRCHM	MS-CHEM	Asadi, Solmaz
UGCMA	BSA-CMA	Ash, Jacob
UGMNG	BBA-MGMT	Babb, Zachary

GRSWK	MSW-SWK2	Back, Taylor Sue
UGASM	BSA-ASM2	Bailey, Andrew J
UGPHE	BSPE-PEXS2	Bailey, Brittany
UGSWK	BSSW-SWK2	Baker, Mikayla H
GRACC	MACC-ACC2	Bard, Allison
UGPTE	BSPTTE-PTE2	Barker, Troy
GRCOU	MA-COUN3	Barlow, Julia Noelle
UGASO	BSA-ASO	Bauer, Ian
UGASO	ND-MNFREN	Bauer, Ian
UGPSY	BA-PSYC2	Bauer, Sydney J
UGCOM	BA-COMM	Bauer, Trinity Lynn
UGPLS	BA-POLS	Bauer, Trinity Lynn
UGDPM	CERT-DPM	Bauer, Trinity Lynn
UGGEN	BGS-GS2	Baumann-Fern, Darci Lynae
UGCMA	BSA-CMA	Bavis, Hayden Quinn
UGOSC	BBA-OSC	Beauclair, Faith Ann
UGCMA	BSA-CMA	Beck, Landon B
UGPSY	BS-PSYC	Becker, Kayla Renae
GRSWK	MSW-SWK2	Begger, Whitley
UGMCE	BSME-ME	Behrenbrinker, Laina Jayne
UGMCE	ND-MNMATH	Behrenbrinker, Laina Jayne
UGMCE	ND-MNSPST	Behrenbrinker, Laina Jayne
GRSWK	MSW-SWK2	Beiswenger, Taylor Marie
UGPHY	BS-PHYS	Bell, Dayen Knight
UGPHY	ND-MJMATH	Bell, Dayen Knight
UGMNG	BBA-MGMT	Bell, Heidi Nicole
UGMRK	BBA-MRKT	Bell, Wyatt Leo
UGMRK	ND-MNUAS	Bell, Wyatt Leo
UGBSE	BBA-BSE	Bellerud, Jackson L
UGMRK	BBA-MRKT	Belquist, Bo David
UGMRK	ND-MNATCO	Belquist, Bo David
UGELM	BSED-ELM2	Bennett, Alex
UGELM	ND-MNVA	Bennett, Alex
UGCMA	BSA-CMA	Bennett, Dylan Michael
UGELM	BSED-ELM2	Benson, Chloe Joyce
UGELM	ND-MNVA	Benson, Chloe Joyce
UGNUR	BSN-NURS	Benson, Emmaline Allair
GRMPH	MPH-PH	Benson, Nicole Denise
UGIDS	BS-IDS	Bergquist, Holly Marian
UGIDS	BS-IDS	Bergquist, Holly Marian
UGIDS	ND-MNCOMM	Bergquist, Holly Marian
UGIDS	ND-MNLEAD	Bergquist, Holly Marian
GRACC	MACC-ACC2	Bergthold, Mallory Taryn
UGNUR	BSN-NURS	Bergum, Aubre Lynne Elizabeth
UGMCE	BSME-ME2	Berner, Michele Elizabeth
UGSWK	BSSW-SWK2	Beston, Nichole Rae
GRCYS	MS-CYS2	Bethke, Randy David
UGELM	BSED-ELM	Beuning, Maggie Leigh
UGELM	ND-MJEC	Beuning, Maggie Leigh
UGASO	BSA-ASO	Beyer, Nicole J
UGMNG	BBA-MGMT2	bickford, Sarah
UGCOM	BA-COMM	Biebel, Thomas Frederick

UGPBA	BS-PA2	Biel, Alecia
UGHTC	CERT-HTC2	Biel, Alecia
UGNPL	CERT-NPL	Biel, Alecia
UGSMC	CERT-SMC2	Biel, Alecia
UGPBA	ND-MNNPL	Biel, Alecia
UGPSY	BS-PSYC	Bigelow, Luke Addison
UGPSY	ND-MNMATH	Bigelow, Luke Addison
UGPHE	BSPE-PEXS	Birst, Ashlynn
UGBHH	CERT-BHH	Birst, Ashlynn
GRTAL	EDD-T&L2	Black, Brianna J
GRACC	MACC-ACC2	Blahut, Amelia A
UGCMA	BSA-CMA	Blake, Micah Bradley
UGENT	BBA-ENTR	Blanchfield, Landen Laurel
UGPHE	BSPE-PEXS	Bloom, Cathryn Ann
UGNUR	BSN-NURS	Bloom, Macyn Paige
UGINV	BBA-INVEST	Blotske, Ethan
UGCVE	BSCE-CE	Boecker, Dylan
UGMRK	BBA-MRKT	Bohlman, Jordyn Lee
GRAEC	MS-AEC	Bom, Charles
UGNUR	BSN-NURS	Bonness, Caleb Michael
UGNUR	BSN-NURS	Bonness, Jaycee Nicole
UGFWB	BSFWB-FWB	Borgen, Colin
UGCWR	CERT-CWR	Borgen, Colin
UGPSY	BA-PSYC	Borgen, Jacob Carl
GRVSA	MFA-VA	Borysewicz, Henry W
UGCOM	BA-COMM	Bowles, Charlotte A
GRIES	PHD-IES2	Bram, Lauren Patrice
UGNUR	BSN-NURS	Brandner, Paige
UGCMA	BSA-CMA	Brandon, Gavin Layne
UGCMA	ND-MNHIST	Brandon, Gavin Layne
UGCMA	BSA-CMA	Brashear, Hunter
UGSSC	BA-SSC2	Brazas, Madeline H
UGSSC	ND-MNPSYC	Brazas, Madeline H
UGMRK	BBA-MRKT2	Brendel, Elizabeth Paige
UGMRK	ND-MNLEAD	Brendel, Elizabeth Paige
UGECS	BSEG-EG2	Brenner, Cole J
UGECS	ND-MNOSC	Brenner, Cole J
GRFSP	MA-FSP2	Bressler, Markus Michael
UGSWK	BSSW-SWK2	Brevda, Amanda
UGSWK	ND-MNITS	Brevda, Amanda
UGBIO	BS-BIOLPH	Bring, Leokadia L
UGCMA	BSA-CMA	Brisbois, Gabriel Jackson
UGPSY	BA-PSYC2	Brix, Mikyla N.
UGCJS	BSCJS-CJS2	Brix, Mikyla N.
GRSWK	MSW-SWK2	Brooks, Ivie
UGATC	BSA-ATC	Broten, Nehemiah
UGATC	ND-MNHIST	Broten, Nehemiah
UGELM	BSED-ELM	Brown, Montgomery
UGATC	BSA-ATC	Brown, Taliah
UGATC	ND-MNPSYC	Brown, Taliah
UGCMA	BSA-CMA	Bruender, Jessica Tylea
UGCMA	ND-MJASO	Bruender, Jessica Tylea

UGCMA	ND-MNCJS	Bruender, Jessica Tylea
GRSWK	MSW-SWK2	Bruer, Amber Renee
GRETE	MENGR-EE	Brunner, John Alan
UGATC	BSA-ATC	Bubach, Evan J
UGCMA	BSA-CMA	Buchholz, Chase I
GRACC	MACC-ACC2	Buck, Derrick Allen
UGPLS	BA-POLS	Buck, Jessica Marie
UGGEO	BS-GEOG	Buckle Jr, Bruce C
GRCOU	MA-COUN3	Bucklin, Mandy
UGNUR	BSN-NURS	Burgess, Emily
GRMLC	CERT-MLC2	Burke, Tyneal Caitlin
GRCIN	MS-CIN2	Burke, Tyneal Caitlin
GRSCE	CERT-SCE3	Burnett, Darci Rocheelle
UGSSC	BA-SSC2	Burris, Jennifer Chughtai
UGSSC	ND-MNPSYC	Burris, Jennifer Chughtai
UGECS	BSEG-EG	Bush, Griffin Walter
UGINV	BBA-INVEST	Buss, Tyler A
GRSWK	MSW-SWK2	Butcher, Mollie Leann
GRAVI	MS-AVIT2	Buteau, Eric M
UGMCE	BSME-ME	Cai, Yunxiang
UGMCE	ND-MNMATH	Cai, Yunxiang
UGMNG	BBA-MGMT	Calderon, Reis Daniel
UGCMA	BSA-CMA	Calhoun, Carson Deen
UGASO	BSA-ASO	Callaway, Thomas A
UGBIO	BS-BIOLPH	Campbell, Tiffany Leigh
UGBIO	ND-MNPSYC	Campbell, Tiffany Leigh
UGESP	BSESP-ESP	Carlson, Andrew Nicholas
UGCPS	BSCSCI-CSC	Carlson, Chaiwat
UGCMA	BSA-CMA	Carreon, Jimena
UGFRC	CERT-FRC	Carreon, Jimena
UGCMA	ND-MNFREN	Carreon, Jimena
UGMCE	BSME-ME2	Carrillo, Nicholas A
UGBIO	BS-BIOLPH	Casavant, Lauren M
UGBIO	ND-MNSOC	Casavant, Lauren M
UGPSY	BS-PSYC	Catalan, Jace William
UGCLC	CERT-CLC	Catalan, Jace William
UGPSY	ND-MNMUSC	Catalan, Jace William
GRHED	MS-HED	Ceroll, Courtney Ann
UGCMA	BSA-CMA	Cha, Junho
LWLAW	JD-LAW	Chamberlain, Derek M
UGCMA	BSA-CMA	Chang, Vivian
UGCMA	BSA-CMA	Chapman, Adam Sean
UGCMA	ND-MNATSC	Chapman, Adam Sean
UGBIO	BS-BIOLPH	Charakuru, Sri
UGBIO	ND-MNPSYC	Charakuru, Sri
GRSWK	MSW-SWK2	Charboneau, Anna
UGCOM	BA-COMM	Chaves, Derek
UGCOM	ND-MNSBUS	Chaves, Derek
GRCHE	MENGR-CHE2	Cheek, Savannah
GRTAL	EDD-T&L2	Cheong, Keon
GRFSP	MA-FSP2	Chirichigno, Nicholas Luis
UGMRK	BBA-MRKT	Chirpich, Thomas

UGFRC	CERT-FRC	Chirpich, Thomas
UGMRK	ND-MNPRSA	Chirpich, Thomas
UGMRK	ND-MNSBUS	Chirpich, Thomas
UGCMA	BSA-CMA	Cho, Kangju
UGCMA	BSA-CMA	Cho, Yi-An
UGCMA	ND-MJASO	Cho, Yi-An
UGHIT	CERT-HIT2	Choedon, Tenzin
UGASM	BSA-ASM2	Chouman, Mohamad
UGASM	ND-MJASO	Chouman, Mohamad
UGMNG	BBA-MGMT	Christensen-Moen, Avianna Jolie
UGUAS	BSA-UAS	Christie, James
UGCJS	BSCJS-CJS	Clemensen, Harley Rose
UGFRS	BS-FRS	Clemensen, Harley Rose
GRPTE	MENGR-PTE2	Clements, Daniel
UGCMA	BSA-CMA	Clot, Fiona
UGCMA	ND-MJASO	Clot, Fiona
UGETE	BSEE-EE2	Coker, Kenneth William
UGCVE	BSCE-CE2	Coleman, Erin Michelle
UGINV	BBA-INVEST	Coleman, kristy
GRSWK	MSW-SWK2	Collings, Carly L
UGEST	BS-EST	Collins, Lauren Paige
UGEST	ND-MNSUS	Collins, Lauren Paige
GRFSP	MA-FSP2	Conrad, Mackenzie
UGCMA	BSA-CMA	Cooper, Gerald Connor
UGCMA	ND-MNATSC	Cooper, Gerald Connor
UGCMA	ND-MNSPST	Cooper, Gerald Connor
UGEST	BS-EST	Cooper, Pierce Vladimir
UGEST	ND-MNGEOG	Cooper, Pierce Vladimir
UGEST	ND-MNSUS	Cooper, Pierce Vladimir
UGPSY	BA-PSYC	Cooper, Vanessa Jo
UGFRP	CERT-FRP	Cooper, Vanessa Jo
UGPSY	ND-MNCJS	Cooper, Vanessa Jo
UGPSY	ND-MNSPAN	Cooper, Vanessa Jo
GRBS	PHD-BMS	Cooper-Robinson, Khasahna Mikhala
UGITS	BA-ITS	Corcoran, Jacob Thomas
UGCMD	CERT-CMD	Corcoran, Jacob Thomas
UGGRM	CERT-GRM	Corcoran, Jacob Thomas
UGITS	ND-MNGERM	Corcoran, Jacob Thomas
UGSWK	BSSW-SWK2	Counts, Shayla
GRFSP	MA-FSP2	Crowl, Courtney
UGPSY	BA-PSYC	Cullen, Madison Louise
UGCMA	BSA-CMA	Curran, Garrett Matthew
UGSCI	BSED-SCI	Curry, Haley Alexandra
UGSCI	ND-MNBIOL	Curry, Haley Alexandra
UGSCI	ND-MNMLE	Curry, Haley Alexandra
UGMNG	BBA-MGMT	Dale, Nicholas K
UGMNG	ND-MNLEAD	Dale, Nicholas K
UGMNG	ND-MNSBUS	Dale, Nicholas K
GRSED	MED-SED2	Dale, Sydney Augusta
GRPLY	CERT-PLYA2	Dallmann, Brita
GRBIO	MS-BIOL	Daman, Sarah Elizabeth
GRSWK	MSW-SWK2	Dancing Bull, Cedar R

UGMCE	BSME-ME2	Daugherty, Emily
UGACC	BACC-ACCT	Davidson, Sean Christopher
UGINV	BBA-INVEST	Davidson, Sean Christopher
UGCVE	BSCE-CE2	Davies, Ryan Owen
UGSWK	BSSW-SWK2	Davila, Nataly
UGINV	BBA-INVEST	Davis, Cole
UGHIT	CERT-HIT2	Davis, Kaitlyn
GRSWK	MSW-SWK2	Davis, Mandy Jean
UGHIT	CERT-HIT2	De Castro, Diana Carolina
UGPHE	BSPE-PEXS	Decker, Jaydin J
UGPHE	ND-MNPSYC	Decker, Jaydin J
GRSWK	MSW-SWK	Decoteau, Eric R
UGVSA	BFA-VA	Decoteau, Jalen
UGASM	BSA-ASM2	Demers, Brady Robert
GRMLC	CERT-MLC2	DeMorrett, Amber
GRCIN	MS-CIN2	DeMorrett, Amber
GRTAL	EDD-T&L2	Denault, Erica Marie
UGCLS	CERT-CLS	Depner, Victoria
UGPSY	BA-PSYC2	DeWeerd, Kristina Raquel
UGCMA	BSA-CMA	Dexter, Gracie Clair
GRFSP	MA-FSP2	Dickerson, Allison Lane
UGPHE	BSPE-PEXS2	Dillinger, Bailey
GRTAL	EDD-T&L2	DiMauro, Christina
UGACC	BACC-ACCT	Dockter, Caleb E
UGACC	ND-MNSBUS	Dockter, Caleb E
UGMRK	BBA-MRKT	Dody, Cierra
UGEST	BS-EST	Doll, Jake Frederick
UGEST	ND-MNBIOL	Doll, Jake Frederick
UGEST	ND-MNDANC	Doll, Jake Frederick
UGEST	ND-MNSUS	Doll, Jake Frederick
UGBIO	BS-BIOLPH	Donnelly, Amanda M
UGBIO	ND-MNSPAN	Donnelly, Amanda M
UGMRK	BBA-MRKT2	Donohue, Caitlin Coolbroth
UGCMA	BSA-CMA	Doreza, Jamaila Joy
UGCMA	BSA-CMA	Doreza, Jamaila Joy
UGCJS	BSCJS-CJS	Dorion, Jacob
GRCPS	MS-CSCI2	Dos Santos, Alessandro
UGINV	BBA-INVEST	Drady, Joshua Allen
UGINV	ND-MNLEAD	Drady, Joshua Allen
UGCMA	BSA-CMA	Drake, Jacob W
UGCMA	BSA-CMA	Dresow, Joshua C
UGASM	BSA-ASM2	Drevlow, Daniel
UGSWK	BSSW-SWK	DuBois, Willanette B
UGSWK	ND-MNATCO	DuBois, Willanette B
UGCMA	BSA-CMA	Duffy, Patrick
UGSPS	CERT-SPS	Duffy, Patrick
UGENT	BBA-ENTR	Dumervil, Edens
UGENT	ND-MJMRKT	Dumervil, Edens
GRCVE	MENGR-CE2	Durbin, Christine Beth
UGSWK	BSSW-SWK2	Durham, Faith
GRCYS	MS-CYS2	Dymerski, Connor Chez
UGMCE	BSME-ME2	Dzija, Eleanore

UGATS	BSATSC-ATS	Ebertowski, Shelby
UGMRK	BBA-MRKT	Eckstrom, Abigail Jacqueline
UGCVE	BSCE-CE2	Edhaya, Ronald
UGCMA	BSA-CMA	Edinger, Justin
UGFRS	BS-FRS	Edland, Kenzie K
UGSWK	BSSW-SWK2	Edwards, Rontray Devon
GRSED	MED-SED2	Edwardson, Megan Christine
UGNUR	BSN-NURS	Eggers, Ella
UGMCE	BSME-ME2	Egorov, Ivan
UGSWK	BSSW-SWK2	Ell, Shelby Rae
UGCMA	BSA-CMA	Elseth, Kolby James
UGCMA	ND-MNATSC	Elseth, Kolby James
UGNUR	BSN-NURS	Eng, Maggie Jean
GRCIN	MS-CIN2	Englerth, Austin J
UGMTH	BS-MATH2	Epstein, Martin Louis
UGPSY	BA-PSYC	Erickson, Samuel Robert
UGBHH	CERT-BHH	Erickson, Samuel Robert
UGPSY	ND-MNLEGST	Erickson, Samuel Robert
GRENE	PHD-ENE2	Ertl, Samuel
GRPBA	MPA-PADM2	Escobedo, Francisco Jacob
GRSED	MED-SED2	Eslinger, Alea
UGNUR	BSN-NURS	Eslinger, Aniston Nicole
GRMCE	MS-ME	Espin, Ricardo Adrian
GRACC	MACC-ACC2	Evans, Ashley E
UGELM	BSED-ELM	Evavold, Ian K
UGELM	ND-MNATCO	Evavold, Ian K
UGSWK	BSSW-SWK2	Faber, Chelsa
GRBME	MS-BME	FAKIR, Md Hasib
GRSED	MS-SED2	Falk, Allie A
UGGEN	BGS-GS2	Farahmand, Keyan
UGMNG	BBA-MGMT	Farnsworth, Greyson S
UGMNG	ND-MJINV	Farnsworth, Greyson S
UGCMA	BSA-CMA	Faust, Calvin Liu Yi
UGCMA	ND-MNATSC	Faust, Calvin Liu Yi
UGPSY	BS-PSYC	Fearing, Sydney
GRBSA	MBA-BADM2	Fedukowski, Luke Allan
GRFSP	MA-FSP2	Fell, Brieana Haley
UGPSY	BA-PSYC2	Fillmore, Sarah J
UGPSY	ND-MNPOLS	Fillmore, Sarah J
UGELM	BSED-ELM	Finstad, Jerzie Marie
UGELM	ND-MNPSYC	Finstad, Jerzie Marie
UGCMA	BSA-CMA	Flaata, Taylor
UGCMA	ND-MNATSC	Flaata, Taylor
UGMRK	BBA-MRKT	Flaten, Leecia Angelique
UGMRK	ND-MNCOMM	Flaten, Leecia Angelique
GRESF	PHD-ESSP	Fore, Seth R
GRSPS	MS-SPST2	Forrey, Shannon Caitlin
UGELM	BSED-ELM	Fosse, Ella Dawn
UGELM	ND-MNLTED2	Fosse, Ella Dawn
UGCMA	BSA-CMA	Fosse, Nicholas
UGNUR	BSN-NURS	Franks, Caden Michael
UGSWK	BSSW-SWK	Frederick, Ivie Madonna

GRMLC	CERT-MLC2	Froelich, Pamela Dawn
GRCIN	MS-CIN2	Froelich, Pamela Dawn
UGTHR	BA-THR	Froslee, Brigitte Ruth
UGTHR	ND-MNDANC	Froslee, Brigitte Ruth
UGMNG	BBA-MGMT	Funk, Logan Gerald
UGASM	BSA-ASM2	Gailfus, Conner R
UGGEN	BGS-GS	Gailfus, Julia H
UGGEN	ND-MNCOMM	Gailfus, Julia H
GRCLS	MS-CLS2	Gaines-Lewis, Daniel Wayne
UGMRK	BBA-MRKT	Gallagher, Grace Emelia
UGMRK	ND-MNGDA	Gallagher, Grace Emelia
UGMRK	ND-MNLEAD	Gallagher, Grace Emelia
UGUAS	BSA-UAS	Gandikota, Arun P
UGUAS	ND-MNCSCI	Gandikota, Arun P
UGACC	BACC-ACCT	Gangl, Anya Penelope
UGCMA	BSA-CMA	Ganse, Tyler J
UGSWK	BSSW-SWK	Garber, Chase
UGSWK	ND-MNSOC	Garber, Chase
UGINV	BBA-INVEST	Garcia, Jonan
UGINV	ND-MNPSYC	Garcia, Jonan
UGPSY	BA-PSYC2	Garcia, Tatiyanna Nayelli
UGPSY	ND-MNVA	Garcia, Tatiyanna Nayelli
UGPHE	BSPE-PEXS	Gasparini, Alexandra Mary
UGWGN	CERT-WGN	Gasparini, Alexandra Mary
UGPHE	ND-MNBIOL	Gasparini, Alexandra Mary
UGPHE	ND-MNPSYC	Gasparini, Alexandra Mary
GRSWK	MSW-SWK2	Gayle, Mccallister C
UGIDS	BS-IDS	Gellerstedt, Miah Christina
UGIDS	BS-IDS	Gellerstedt, Miah Christina
UGIDS	ND-MNLEAD	Gellerstedt, Miah Christina
GRFSP	MA-FSP2	George, Hailey M
UGBIO	BS-BIOLPH	Geroy, Isaak S
UGBIO	ND-MNPSYC	Geroy, Isaak S
GRCYS	MS-CYS3	Gikungi, David
UGGEN	BGS-GS2	Gleason, Thomas B
UGGEN	ND-MNMATH	Gleason, Thomas B
UGCMA	BSA-CMA	Glennon, Lauren
UGIFS	BBA-ISYS	Glowatski, Victoria
UGHIT	CERT-HIT2	Godfrey, Alexander
UGSSE	BSED-SSCI	Godwin, Madeline
UGSSE	ND-MNHIST	Godwin, Madeline
UGSSE	ND-MNMLE	Godwin, Madeline
UGCMA	BSA-CMA	Gohmann, Tyler Mark
GRSWK	MSW-SWK2	Gojar, Claudine Gayola
GRACC	MACC-ACC2	Gonzalez, Emily Catherine
GRBSA	MBA-BADM2	Goodrich, Mack C
UGNUR	BSN-NURS	Gourde, Tanner J
UGBIO	BS-BIOLPH	Grabe, Gracie
UGBIO	ND-MNPSYC	Grabe, Gracie
UGCVE	BSCE-CE2	Gredicek, Romano
GRCOU	MA-COUN3	Greeley, Dodi Michelle
GRSWK	MSW-SWK	Green, Cassidy Hope

UGNUR	BSN-NURS	Greenberg, Abigail Rose
UGPHE	BSPE-PEXS2	Grimes, Madison Emma
UGPHE	ND-MNATCO	Grimes, Madison Emma
UGETE	BSEE-EE2	Grund, Dustin Keith
UGCMA	BSA-CMA	Guariglia, Vincent John
UGSWK	BSSW-SWK2	Guerrero, Micah Marie
GRCYS	MS-CYS2	Guffey, Taylor Brooke
UGACC	BACC-ACCT	Guthmiller, Ashley G
UGACC	ND-MNECON	Guthmiller, Ashley G
UGCPS	BSCSCI-CSC	Gutzmer, Greyson
UGCPS	ND-MNMATH	Gutzmer, Greyson
UGMRK	BBA-MRKT2	Haag, Alison A
UGINV	BBA-INVEST	Haghighi, Ryan A
UGINV	ND-MJMGMT	Haghighi, Ryan A
UGINV	BBA-INVEST	Halden, Drew
UGINV	ND-MNSBUS	Halden, Drew
UGHIT	CERT-HIT2	Hale, Nacole
GRACC	MACC-ACC2	Hales, Teri Jean
UGFWB	BSFWB-FWB	Hall, Tanner Jacob
UGCHE	BSCHE-CHE	Hamilton, Austin James
UGCMA	BSA-CMA	Hanback, Luke
UGELM	BSED-ELM	Hanneman, Jensen Elisabeth
GRCYS	MS-CYS2	Hannon, Danika Marie
UGUAS	BSA-UAS	Hanseder, Trenton David
UGECON	BA-ECON	Hansen, Elijah Louis
UGMRK	BBA-MRKT2	Hanson, Jack R
GRBSA	MBA-BADM2	Hanson, Rebekah Ruth
UGMRK	BBA-MRKT	Hapka, Mariah Grace
UGMRK	ND-MNMUSC	Hapka, Mariah Grace
UGNUR	BSN-NURS	Harris, Madeline Claudia
UGHRM	BBA-HRM	Harstad, Jauslynn
UGCMA	BSA-CMA	Hartlaub, John Mark Anthony
UGCMA	ND-MJUAS	Hartlaub, John Mark Anthony
GRIES	MENGR-IES2	Hartsock, Drew Alan
GRSCE	CERT-SCE3	Harvey, Ashley
UGMRK	BBA-MRKT	Hasbargen, Olivia
GRBS	PHD-BMS	Hasler, Wendie Ann
UGPSY	BS-PSYC	Hatcher III, Charles L
UGGEN	BGS-GS2	Hauge, Hans Kristian
GRSWK	MSW-SWK2	Haugen, Liv
UGNUR	BSN-NURS	Hawkins, Katelyn Jean
UGPBH	BSPBH-PBH2	Hayes, Melissa
GRETE	MS-EE2	Heichel, Jack Dewey
GRACC	MACC-ACC	Heide, Ashley T
UGCMA	BSA-CMA	Heim, Jackson
UGCMA	BSA-CMA	Heinl, Danielle P
UGCMA	ND-MJASO	Heinl, Danielle P
UGSSC	BA-SSC2	Heinze, Rochelle Marie
UGSSC	ND-MNPSYC	Heinze, Rochelle Marie
UGNUR	BSN-NURS	Hellerstedt, Gena
GRELL	MED-ELL2	Hellyer Skare, Sarah Lynn
UGACC	BACC-ACCT	Hemmah, Kailey Jean

UGMRK	BBA-MRKT	Hendrickson, Christopher
UGMRK	ND-MNSBUS	Hendrickson, Christopher
UGMRK	BBA-MRKT	Henrichsen, Blake
UGINV	BBA-INVEST	Henrickson, Benjamin Arthur
UGPHE	BSPE-PEXS2	Henry, Brandon L
UGIDS	BS-IDS	Henry, Zachary A
UGMRK	BBA-MRKT	Hentges, Greta Jacqueline
UGMRK	ND-MNGDA	Hentges, Greta Jacqueline
UGATC	BSA-ATC	Hergel, Max Anthony Peter
UGATC	ND-MNCJS	Hergel, Max Anthony Peter
GRCHE	MS-CHE	Hernandez, Marco Samuel
UGSOC	BA-SOC	Heron, Grace Alyssa
UGCOM	BA-COMM2	Herrud, Matthew E
UGVSA	BA-VA	Hickey, Caitlyn Jean
UGIDS	BS-IDS	High, Kaydee J
UGIDS	ND-MNNUTR	High, Kaydee J
UGCLS	CERT-CLS	Hill, Bryce
GRRSC	CERT-GRSC2	Hillier, Kristen Rose
UGCMA	BSA-CMA	Hines, Sarah
UGCMA	BSA-CMA	Hines, Sarah
UGCMA	ND-MNFREN	Hines, Sarah
GRKIN	MS-KIN	Holweger, Shawn L
UGMNG	BBA-MGMT	Hoppe, Rylee Levay
UGHMR	CERT-HMR	Hoppe, Rylee Levay
UGMNG	ND-MNLEAD	Hoppe, Rylee Levay
GRSED	MS-SED2	Horner, Abbigail
GRETE	MS-EE2	Hosseini, Seyedashkan
UGMRK	BBA-MRKT2	Hovde, Alyssa M
UGGEN	BGS-GS	Hruska, Spencer Emerson Lynn
GRBME	MS-BME	Hu, Benjamin Jason
UGCMA	BSA-CMA	Huber, Michael Brian
UGCCT	CERT-CLCHU	Hudec, Megan Marie
UGCCT	CERT-HET/H	Hudec, Megan Marie
UGBIO	BS-BIOL	Hugh, Elias
UGBIO	ND-MNCHEM	Hugh, Elias
UGCMA	BSA-CMA	Hughes, Zachary John
UGCMA	BSA-CMA	Hulke, Anthony Robert
UGMNG	BBA-MGMT	Hungness, Morgan
UGDPM	CERT-DPM	Hungness, Morgan
UGMNG	ND-MJMRKT	Hungness, Morgan
GRSED	MED-SED2	Hunsicker, Nicole
GRCPS	MS-CSCI	Huot, Curtis Dale
UGGEN	BGS-GS2	Huotari, Abby Lynn
UGNUR	BSN-NURS	Hupp, Caleb John
GRSWK	MSW-SWK2	Hurlebaus, Alexander
UGMTH	BS-MATH	Huynh, Hiep Minh
UGMTH	ND-MNPFF	Huynh, Hiep Minh
GRKIN	MS-KIN	Hylton, Shane Edward
UGMTH	BS-MATH	Iantaffi-Wright, Melissa
UGSPS	CERT-SPS	Iantaffi-Wright, Melissa
UGMTH	ND-MNAVM	Iantaffi-Wright, Melissa
UGSSE	BS-SSCI	Igo, Sullivan P

UGSSE	ND-MNHIST	Igo, Sullivan P
UGASM	BSA-ASM2	Ihry, Jack Cameron
GRLNA	CERT-LNA	Iseminger, Karrianna Lorraine
GRCHE	PHD-CHE	Ismail, Nadhem
UGASO	BSA-ASO	Jagada, Arjun
UGASO	ND-MJCMA	Jagada, Arjun
UGNUR	BSN-NURS	Jentzsch, Meagan
UGCMA	BSA-CMA	Jeon, Hogyu
GRMCE	MS-ME	Jerylo, Lucas J
UGCOM	BA-COMM2	Jirak, Mercedes
UGGEO	BS-GEOG	Johannes, Jonah
UGGEO	ND-MJEST	Johannes, Jonah
UGGEO	ND-MNSUS	Johannes, Jonah
UGCOM	BA-COMM2	Johnson, Amanda
UGCMA	BSA-CMA	Johnson, Amanda Louise
UGBIO	BS-BIOLPH	Johnson, Ethan Derrek
UGSWK	BSSW-SWK	Johnson, Leah Ann
UGSWK	ND-MNSOC	Johnson, Leah Ann
UGNUR	BSN-NURS	Johnson, Natalie Ann
UGFWB	BSFWB-FWB	Johnson, William
UGFWB	ND-MNGETEC	Johnson, William
UGPSY	BA-PSYC	Johnson, Zoe Fay-Loken
UGPSY	ND-MNCUA	Johnson, Zoe Fay-Loken
UGHIS	BA-HIST	Jones, Alexander James
UGHIS	ND-MNPOLS	Jones, Alexander James
GRMLC	CERT-MLC2	Jones, Christopher Thomas
GRTAL	EDD-T&L2	Jones, Christopher Thomas
UGELM	BSED-ELM	Jones, Hallie Selene
UGELM	ND-MNECE	Jones, Hallie Selene
UGASO	BSA-ASO2	Jones, John Christopher
UGHIT	CERT-HIT2	Joniec, Carley
UGITS	BA-ITS	Joo, Hyunsik
UGCMA	BSA-CMA	Joo, Hyunsik
GRSWK	MSW-SWK2	Joy, Amanda
UGPLS	BA-POLS	Jundt, McCartney Joy
UGSPS	CERT-SPS	Jundt, McCartney Joy
UGPLS	ND-MNCOMM	Jundt, McCartney Joy
UGASO	BSA-ASO2	Jungroth, Benjamin Harold
GRTAL	EDD-T&L2	Kallock, Sarah Ann
UGGEN	BGS-GS2	Kane, Amanda
UGNUR	BSN-NURS	Kangas, Shaylin Hope
UGBHH	CERT-BHH	Kangas, Shaylin Hope
GRAVI	MS-AVIT	Kannawin, Christopher W
GRBME	MS-BME	Kanwar, Shahmeer S
UGMRK	BBA-MRKT	Kaplan, Mitchell Bryce
GRPTE	MS-PTE2	Kazala, Abraham Jordan
UGCJS	BSCJS-CJS	Kelsch, Katie
UGFRP	CERT-FRP	Kelsch, Katie
GRSWK	MSW-SWK	Kenneh, Patrick M
LWLAW	JD-LAW	Kessler, Michelle Ann
UGPSY	BA-PSYC	Kettner, Miah K
UGCJS	BSCJS-CJS	Kettner, Miah K

UGFRP	CERT-FRP	Kettner, Miah K
GRDSC	MS-DSC	Kharche, Vedant
GRENG	PHD-ENGL	Kielmeyer, Amy Danielle
UGCMA	BSA-CMA	Kilmartin, Ethan Robert
UGSOC	BA-SOC	Kim, Haley Marie
UGSOC	ND-MNPRP	Kim, Haley Marie
UGCMA	BSA-CMA	Kim, Sungjong
UGCMA	BSA-CMA	Kimmel, Andrew Lloyd
UGGER	BA-GERM	King, Austin
UGGRM	CERT-GRM	King, Austin
UGGER	ND-MNCSCI	King, Austin
UGGER	ND-MNCYS	King, Austin
UGGER	ND-MNELEU	King, Austin
UGGER	ND-MNITS	King, Austin
UGGER	ND-MNMATH	King, Austin
UGPLS	BA-POLS	King, Isaac Lawrence
UGPBA	BS-PA	King, Isaac Lawrence
UGIRN	CERT-IRN	King, Isaac Lawrence
UGNPL	CERT-NPL	King, Isaac Lawrence
UGCOM	BA-COMM	Kline, Ella M
UGSCA	CERT-SCA	Kline, Ella M
UGSMC	CERT-SMC	Kline, Ella M
UGCOM	ND-MNECON	Kline, Ella M
UGCMA	BSA-CMA	Knauf, Alyssa
UGNUR	BSN-NURS	Knieling, Megan Elizabeth
UGNUR	ND-MNNUTR	Knieling, Megan Elizabeth
UGMCE	BSME-ME	Knutsvig, Caden
UGMCE	ND-MNMATH	Knutsvig, Caden
UGMNG	BBA-MGMT2	Kochevar, Tanner Nicholas
UGMNG	ND-MNSBUS	Kochevar, Tanner Nicholas
GRCHE	PHD-CHE	Koenig, Aaron Robert Virgil
UGINV	BBA-INVEST	Koetz, Zachary W.
UGINV	ND-MNLEAD	Koetz, Zachary W.
UGHIT	CERT-HIT2	Kohler, Karl
UGDIN	CERT-DIN	Kolb, Erik William
UGFRC	CERT-FRC	Kolb, Erik William
UGGEN	BGS-GS2	Kolesar, Ben Frank
UGCMA	BSA-CMA	Koo, Munseong
UGCMA	ND-MJASO	Koo, Munseong
UGASO	BSA-ASO	Korte, Emma
UGELM	BSED-ELM	Kraft, Ellie Clair
UGELM	ND-MNSPED	Kraft, Ellie Clair
UGOSC	BBA-OSC	Kramer, McClain A
UGBIO	BS-BIOLPH	Kramer, Sylvie F
UGMNG	BBA-MGMT2	Krank, Emerson Scott
UGMNG	ND-MNLEAD	Krank, Emerson Scott
UGBIO	BS-BIOLPH	Kringlie, Amy Evelyn
UGBIO	ND-MNPSYC	Kringlie, Amy Evelyn
UGMCE	BSME-ME	Kritzberger, Zoe Ann
UGMCE	ND-MNMATH	Kritzberger, Zoe Ann
UGCMA	BSA-CMA	Krueger, Michael
UGCMA	BSA-CMA	Kuehlwein, Matthew

UGCMA	ND-MJASO	Kuehlwein, Matthew
UGEEN	BA-ECON	Kupfer, Nicholas J
UGEEN	ND-MNATCO	Kupfer, Nicholas J
UGASM	BSA-ASM2	Kurtz, Michael F
UGASM	ND-MNSPST	Kurtz, Michael F
UGSWK	BSSW-SWK2	Kuske, Mary
UGCMA	BSA-CMA	Kwon, Dogyeong
UGCST	BA-CLAS	Lafleur, Jonathan
UGPLS	BA-POLS	Lafleur, Jonathan
GRSED	MED-SED2	Lagasse, Brianna Marie
UGPSY	BA-PSYC	Lalim, Hannah
UGPSY	ND-MNATCO	Lalim, Hannah
UGGEN	BGS-GS	Lamb, Molly Frances
UGGEN	ND-MNETH	Lamb, Molly Frances
UGGEN	ND-MNPRP	Lamb, Molly Frances
UGGEN	ND-MNSOC	Lamb, Molly Frances
GRCLP	PHD-CLPSYC	Lang, Kathryn Margaret
UGCOM	BA-COMM2	Lanier, Brandy Furr
UGOSC	BBA-OSC	Larock, Morgan Lynn
GRFSP	MA-FSP2	Larsen, Steena Lee
UGECE	BSED-ECE	Larson, Abigail L
UGGEN	BGS-GS	Larson, Samuel J
GRFSP	MA-FSP2	Lauher, Jordan Christina
UGSWK	BSSW-SWK2	Lavallie, Shodiah L
UGMRK	BBA-MRKT	Lavigne, Zachary David
UGMRK	ND-MJMGMT	Lavigne, Zachary David
GRMLC	CERT-MLC2	Lawrence, Robert Lynn
GRCIN	MS-CIN2	Lawrence, Robert Lynn
UGNUR	BSN-NURS	Leach, Mikayla
UGINV	BBA-INVEST	Leaf, Zachary
UGASO	BSA-ASO	Ledin-Bruening, Jocelyn Alexi
UGASO	ND-MJCMA	Ledin-Bruening, Jocelyn Alexi
UGUAS	BSA-UAS	Lee, Christian John
UGCMA	BSA-CMA	Lee, Hojun
UGIFS	BBA-ISYS	Lee, Jack
UGCMA	BSA-CMA	Lee, Joo Young
UGCMA	ND-MJUAS	Lee, Joo Young
UGCMA	BSA-CMA	Lee, Sanghyun
GRKIN	MS-KIN2	Lee, Sophia
GRSED	MED-SED2	Lee-Wilke, Elizabeth Larue
UGPSY	BA-PSYC2	Lemieux, Jared A
UGCPS	BSCSCI-CS2	Lentz, Heather Suzanne
UGCPS	ND-MNCYS	Lentz, Heather Suzanne
UGCPS	ND-MNMATH	Lentz, Heather Suzanne
UGAVM	BBA-AVM	Lettovsky, Dominik L
UGCMA	BSA-CMA	Lettovsky, Dominik L
UGAVM	ND-MJOSCM	Lettovsky, Dominik L
GRESF	MS-ESSP	Li, Ning
UGINV	BBA-INVEST	Lian, Jaxon Palmer
UGINV	ND-MNISYS	Lian, Jaxon Palmer
UGCMA	BSA-CMA	Lim, Immanuel
UGACC	BACC-ACCT	Lindberg, Elliana L

GRTAL	EDD-T&L2	Ljevaja, Igor
UGCMA	BSA-CMA	Llanas, Avery M
UGAVM	BBA-AVM	Lloyd, John J
UGCMA	BSA-CMA	Lloyd, John J
UGCMA	ND-MNMATH	Lloyd, John J
UGASM	BSA-ASM2	Lo, Alexander Tienhow
UGNUR	BSN-NURS	Longerbone, Katelyn
UGNUR	ND-MNPSYC	Longerbone, Katelyn
GRSED	MED-SED2	Lopez, Isidro David
UGCMA	BSA-CMA	Lore, Julianne
UGCMA	ND-MJUAS	Lore, Julianne
UGGEN	BGS-GS2	Louthain, Nicole Taylor
GRPTE	MENGR-PTE	Luc Yvan Nkok, FNU
GRMLC	CERT-MLC2	Luedtke, Kristina Marie
GRCIN	MS-CIN2	Luedtke, Kristina Marie
GRSWK	MSW-SWK2	Lund, Jenna Marie
GRBSA	MBA-BADM2	Lyon, Jacob Douglas
UGPHE	BSPE-PEXS2	Lyons, Sasha Belle
UGPHE	ND-MNHED	Lyons, Sasha Belle
UGELM	BSED-ELM	Mackner, Arian E
UGELM	ND-MNSPED	Mackner, Arian E
GRIHT	PHD-IHT	Mad Plume, Lynn Marie
UGCMA	BSA-CMA	Mamanazarov, Abbos
GRPSY	MS-PSYC	Mancha, Brittany
LWLAW	JD-LAW	Mann, Avinoor S
GRMUE	PHD-MUE	Marques Catarin, Anne
UGSWK	BSSW-SWK2	Martin, Marie
UGBIO	BS-BIOLPH	Martinez, Alayna M
UGBIO	ND-MNPSYC	Martinez, Alayna M
GRACC	MACC-ACC	Masseth, Anna
UGCOM	BA-COMM2	Massie, Leanna M
UGCOM	ND-MNPSYC	Massie, Leanna M
UGMRK	BBA-MRKT	Maszk, Callie Veronica
GRBSA	MBA-BADM2	Mathews, Shiny
UGHIT	CERT-HIT2	Mathison, Cole T
UGBIO	BS-BIOL	Matthew, Walker L
UGMRK	BBA-MRKT	Mcarthur, Alexander Lynn
UGMRK	ND-MNCOMM	Mcarthur, Alexander Lynn
UGIDS	BS-IDS	McBurnett, Sarah Grace
GRBSA	MBA-BADM2	McCoy, Kaia Lynn
UGPSY	BS-PSYC	Mccoy, Tristan Michael
UGBHH	CERT-BHH	Mccoy, Tristan Michael
GRASD	CERT-ASD2	McDavit-Aron, Janice
UGCMA	BSA-CMA	McDermott, Chase P
UGCMA	ND-MJASO	McDermott, Chase P
UGPSY	BA-PSYC	Mcdermott, Haley Grace
UGPSY	ND-MNLEGST	Mcdermott, Haley Grace
UGCOM	BA-COMM	Mcgarry, Brandon Thomas
UGACC	BACC-ACCT	Mcglynn, Kia M
GRACC	MACC-ACC2	Mckinsey, Benjamin
UGCVE	BSCE-CE2	McKnight, Olivia
UGBHH	CERT-BHH2	Mclean, Amanda

GRFSP	MA-FSP2	Meadows, Julia Michelle
UGPRP	BA-PRP	Melander, Jonathon K
UGPSY	BS-PSYC	Melcher, Brooklyn Marit
UGPSY	ND-MNRHS	Melcher, Brooklyn Marit
GRELM	MED-ELEM2	Metzger, Molly
GRFSP	MA-FSP2	Meyer, Brooke Michelle
GRSWK	MSW-SWK2	Meyer, Candace M
UGCMA	BSA-CMA	Meyer, Johann Loren
UGCPS	BSCSCI-CSC	Meyer, William
UGCPS	ND-MNCYS	Meyer, William
GRETE	MS-EE2	Midas, Tyler B
GRSED	MS-SED2	Mies, Anna Jane
UGMCE	BSME-ME	Millage, Joshua
GRTAL	EDD-T&L2	Miller, Briana Denise
UGMRK	BBA-MRKT2	Miller, Evan
UGNUR	BSN-NURS	Miller, Holden
GRSED	MS-SED2	Miller, Mikhaela Hope
UGSPN	BA-SPAN	Millhouse, Lane Ray
UGCMA	BSA-CMA	Millhouse, Lane Ray
UGCMA	BSA-CMA	Min, Gun Hong
GRSED	MS-SED2	Mistriell, Beth Zadoff
UGCMA	BSA-CMA	Mitchell, Tracy
UGGRM	CERT-GRM	Mitchell, Tracy
UGCMA	ND-MJUAS	Mitchell, Tracy
UGCMA	ND-MNATSC	Mitchell, Tracy
GRCOU	MA-COUN3	Mitzel, Amber A
UGCPS	BSCSCI-CSC	Moberg, Luke Garrard
UGCPS	ND-MNCYS	Moberg, Luke Garrard
UGCMA	BSA-CMA	Mock, Parker Dean
GRPBA	MPA-PADM2	Moen, Deanna R
UGNUR	BSN-NURS	Moen, Sidney Brooke
GRCHE	MS-CHE	Mohammed, Ahmed Essam Hassan
GRMCE	MS-ME	Mollick, Ali Akber
UGCMA	BSA-CMA	Monahan, Sean Patrick
UGCLS	BSCLS-CLS	Mora, Angelica Lynette
UGPSY	BA-PSYC	Morrison, Elizabeth Rosales
UGSPS	CERT-SPS	Morrison, Elizabeth Rosales
UGPBH	BSPBH-PBH2	Morsette, Kirah Snow
UGPBH	ND-MNCOMM	Morsette, Kirah Snow
GRFSP	MA-FSP2	Mortimer, Alicia K
UGMRK	BBA-MRKT	Mudrick, Alexandra Marie
UGMRK	ND-MNISYS	Mudrick, Alexandra Marie
UGATC	BSA-ATC	Mulinga, Gracia Mulinda
UGSPS	CERT-SPS	Mulinga, Gracia Mulinda
UGATC	ND-MNBIOL	Mulinga, Gracia Mulinda
UGCPS	BSCSCI-CS2	Muller, Karl
UGPSY	BS-PSYC	Murphy, Nevada Thomas
UGPSY	ND-MNCOMM	Murphy, Nevada Thomas
UGCMA	BSA-CMA	Murphy, Sean P
UGCMA	ND-MJASM	Murphy, Sean P
UGCMA	ND-MNSPST	Murphy, Sean P
UGINV	BBA-INVEST	Murray, Benton John

UGCMA	BSA-CMA	Murrietta, Matthew Ryan
LWLAW	JD-LAW	Muth, Savannah F
GRGLE	PHD-GLE	Namie, Shane Scott
UGFRS	BS-FRS	Naslund, Jordan
UGFRS	ND-MNBIOL	Naslund, Jordan
UGFCA	BBA-MFCA	Nathe, Matthew S
UGFCA	ND-MNACC	Nathe, Matthew S
UGFCA	ND-MNLEAD	Nathe, Matthew S
GRGLE	MS-GLE	Neal, Michaela London
UGGEN	BGS-GS2	Nelson, Aloria D
UGGEN	BGS-GS2	Nelson, Amy
GRRSC	CERT-GRSC2	Nelson, Hannah L
GRRDE	MED-RDE2	Nelson, Hannah L
GRSWK	MSW-SWK	Nelson, Jakob
UGNUR	BSN-NURS	Nelson, Lindsey
UGDSC	BS-DSC2	Nelson, Lucas Horace
GRRSC	CERT-GRSC2	Nelson, Rachel Ann
GRRDE	MS-RDE2	Nelson, Rachel Ann
GRACC	MACC-ACC	Nepal II, Rajesh
GRACC	MACC-ACC	Nepal II, Rajesh
UGCMA	BSA-CMA	Neumann, Andrew
UGCMA	ND-MJUAS	Neumann, Andrew
UGCMA	BSA-CMA	Neutgens, Dominic Thomas
UGACC	BACC-ACCT	Newton, Cortney Marie
UGSPS	CERT-SPS	Newton, Cortney Marie
UGACC	ND-MNSPAN	Newton, Cortney Marie
UGNUR	BSN-NURS	Nezeza, Solange
UGCMA	BSA-CMA	Nguyen, Lam T
UGMTH	BS-MATH2	Nguyen, Vu Xuan
UGMTH	ND-MNISYS	Nguyen, Vu Xuan
GRPTE	PHD-PTE	Ni, Ruichong
UGBIO	BS-BIOLPH	Nielsen, Tanner Royce
UGINV	BBA-INVEST	Nielsen, Tucker Lee
UGPSY	BA-PSYC	Nies, Molly
UGPSY	ND-MNCJS	Nies, Molly
UGCMA	BSA-CMA	Nording, Chase M
UGNUR	BSN-NURS	Novak, Laken L
UGCMA	BSA-CMA	Nulty, John Edward
UGPSY	BS-PSYC	Nunberg, Marissa T
UGPSY	ND-MNDANC	Nunberg, Marissa T
GRACC	MACC-ACC	Oberg, Emma M
UGPHE	BSPE-PEXS	Obert, Lily Marie
UGNUR	BSN-NURS	O'Brien, Mckenna Marie
UGPSY	BS-PSYC	Obrigewitch, Livia R
UGCLC	CERT-CLC	Obrigewitch, Livia R
UGPSY	ND-MNBIOL	Obrigewitch, Livia R
UGGEN	BGS-GS2	Ochsner, Sarah Jean
UGGEN	ND-MNPSYC	Ochsner, Sarah Jean
GRCHM	MS-CHEM	Oga, Eugene Agbor
GRMCE	MS-ME	Ojo, Victor Oyebamiji
GRCLS	MS-CLS2	Oladunjoye, Alaba Thomas
UGCMA	BSA-CMA	Olive, Dylan James

GRIES	MS-IES	Olorunfemi, Oluwaseyi Emmanuel
UGNUR	BSN-NURS	Olson, Brynna Elizabeth
UGHIT	CERT-HIT2	Olson, Kaelei Rose
GRENE	PHD-ENE2	Omenkeukwu Sr, Vitus
GRSEN	MS-SEN	Omojiba, Toluwase Testimony
UGCOM	BA-COMM2	Orhn, Hailee Rose
UGPHE	BSPE-PEXS	Orlando, Craig M
UGPHE	ND-MNSOC	Orlando, Craig M
UGCMA	BSA-CMA	Ortiz, Maximilian Michael
UGCMA	ND-MNNORW	Ortiz, Maximilian Michael
GRFSP	MA-FSP2	Osborn, Shannyn Emerald
GRMCE	MS-ME	Osmani, Imteaz
UGPHE	BSPE-PEXS	Osowski, Kate Spencer
UGPHE	ND-MNATCO	Osowski, Kate Spencer
UGCJS	BSCJS-CJS	Ossorio, Alexander Alfonso
UGCJS	ND-MNPSYC	Ossorio, Alexander Alfonso
UGMUT	BFA-MUT	Oveson, Anissa
UGMUT	ND-MNDANC	Oveson, Anissa
UGCLS	CERT-CLS	Owens, Christine Ann
GRCHE	PHD-CHE2	Owoade, Ademola Adebayo
GRPTE	MENGR-PTE2	Oyakhire, Joseph E
UGPSY	BS-PSYC	Pacovsky, Brandi J
UGPSY	ND-MNNUTR	Pacovsky, Brandi J
GRSWK	MSW-SWK2	Palmer, Haley
UGASM	BSA-ASM2	Paredes, Will Jeffry
UGASM	BSA-ASM2	Park, Ju Hwan
UGCMA	BSA-CMA	Parris, Gavin
UGNUR	BSN-NURS	Parsons, Joseph Leon
UGGEN	BGS-GS	Paschke, Lucy Jacqueline
UGGEN	ND-MNPSYC	Paschke, Lucy Jacqueline
UGGEN	ND-MNSPED	Paschke, Lucy Jacqueline
UGCVE	BSCE-CE2	Passini, Trent
UGACC	BACC-ACCT	Pastir, Zachary Brian
UGINV	BBA-INVEST	Pastir, Zachary Brian
UGINV	ND-MNLEAD	Pastir, Zachary Brian
UGCVE	BSCE-CE2	Patel, Palash Kamlesh
GRSED	MED-SED2	Patrie, Katherine Marie
UGASM	BSA-ASM2	Paulino, Genrick Matthew
UGASM	ND-MJASO	Paulino, Genrick Matthew
GRSED	MED-SED2	Paulson, Nicola Lynn
UGATC	BSA-ATC	Payette, Evan
UGPHE	BSPE-PEXS	Pedigo, Wyatt
UGPHE	ND-MNATCO	Pedigo, Wyatt
UGELM	BSED-ELM	Peichel, Abigail
UGELM	ND-MNPSYC	Peichel, Abigail
GRES P	MS-ESSP	Peltier, Elliot Quinn
UGBIO	BS-BIOLPH	Penn, Micah Jon
UGBIO	ND-MNMUSC	Penn, Micah Jon
UGASM	BSA-ASM2	Perez, Marisa Elise
UGATS	BSATSC-ATS	Perez, Marisa Elise
UGASM	ND-MJASO	Perez, Marisa Elise
UGCJS	BSCJS-CJS	Peters, Haleigh

UGFRS	BS-FRS	Peters, Haleigh
UGFRS	ND-MNSOC	Peters, Haleigh
UGMRK	BBA-MRKT	Peterson, Madison
UGMRK	ND-MNGDA	Peterson, Madison
GREFR	PHD-EFR	Peterson, Mandi-Leigh Maren
UGELM	BSED-ELM2	Peterson, Torey Nicole
UGGEN	BGS-GS	Petznick, Logan A
UGCMA	BSA-CMA	Phillips, Connor Vaughn
UGCMA	ND-MJUAS	Phillips, Connor Vaughn
UGAVM	BBA-AVM	Phillips, Corey Michael
GRSPC	CERT-SPEC2	Phillips, Rachel Lee
UGCMA	BSA-CMA	Phillips, Tessa Raylin
UGCMA	ND-MNLEAD	Phillips, Tessa Raylin
UGACC	BACC-ACCT	Philpot, Kacy Jo
UGACC	ND-MNPSYC	Philpot, Kacy Jo
GRETE	MS-EE	Picklo, Ian
UGPSY	BA-PSYC	Pieper, Noah W
UGCJS	BSCJS-CJS	Pieper, Noah W
UGNUR	BSN-NURS	Pintok, Kipton E
GRCPS	MS-CSCI	Pogalla, Saisri
UGNUR	BSN-NURS	Polejewski, Blake Keith
UGACC	BACC-ACCT	Pomarleau, Cole V
UGCHE	BSCHE-CHE2	Poorman, Jared
GRENE	PHD-ENE	Porlles Hurtado, Jerjes Washington
UGPSY	BA-PSYC2	Porter, Brayden Joseph
UGENT	BBA-ENTR	Possis, Charles
GRMPH	MPH-PH2	Possis, Emily Megan
UGPSY	BA-PSYC2	Posten, Robert
UGMTH	BS-MATH2	Powers, Lexi
UGCMA	BSA-CMA	Prahn, Michael Henry
UGCMA	ND-MJUAS	Prahn, Michael Henry
UGCHE	BSCHE-CHE	Proksch, Logan
UGSPN	BA-SPAN	Quick, Dylan Douglas
UGSPS	CERT-SPS	Quick, Dylan Douglas
GRSED	MED-SED2	Rabins, Rachel
UGGEN	BGS-GS2	Radoi, Elian
GRETE	MS-EE	Rahman, Farishta
UGBIO	BS-BIOLPH	Rahman, Mansib
UGBIO	ND-MNPSYC	Rahman, Mansib
UGCMA	BSA-CMA	Rai, Anjali
UGCMA	ND-MJASO	Rai, Anjali
UGCMA	ND-MNMTS	Rai, Anjali
UGCMA	BSA-CMA	Raker, Julia
UGCMA	ND-MNSPAN	Raker, Julia
UGCMA	BSA-CMA	Rames, Grace
UGCMA	ND-MJUAS	Rames, Grace
GRACC	MACC-ACC2	Ramey, Cassandra Lee
UGPSY	BA-PSYC2	Rauhauser, Miah Elaine
GRSED	MS-SED2	Reinke, Spencer J
GRFSP	MA-FSP2	Reister, Courtney Faith
UGAVM	BBA-AVM	Rennard, Colin
UGSWK	BSSW-SWK2	Reyes Otero, Tatiana

GRBS	PHD-BMS	Rezagholizadeh, Neda
GREFR	PHD-EFR	Riding In, Maylynn
UGNUR	BSN-NURS	Rietschel, Anika Jain
GRSED	MS-SED2	Rifenbury, Emily Amanda
UGPSY	BS-PSYC	Rilometo, Andrew Davis
UGCMA	BSA-CMA	Roach, Caden
UGPSY	BA-PSYC2	Roark, Lyvia June
UGINV	BBA-INVES2	Rocco, Nicholas
UGPHE	BSPE-PEXS2	Rodriguez, Britney Cecilia
UGCLS	BSCLS-CLS	Rodriguez, Johanna Nichole
UGMRK	BBA-MRKT	Roff, Emma
UGMRK	ND-MNPRSA	Roff, Emma
UGMRK	ND-MNPSYC	Roff, Emma
GRSPS	MS-SPST2	Rogers, Lindsey A
GRACC	MACC-ACC2	Rolfe, Tyler
UGASM	BSA-ASM2	Rollings-Dehaven, Samuel O
UGASM	ND-MNATSC	Rollings-Dehaven, Samuel O
UGPSY	BA-PSYC2	Rombold, Joseph Lee
UGGEN	BGS-GS2	Ronning, Krysta BreAnne
GRSWK	MSW-SWK2	Rose-Edwards, Rebecca
GRATS	MS-ATS	Rosolino, Lynnlee Storm
UGCJS	BSCJS-CJS	Ruch, Victoria Danielle
UGCJS	ND-MNSOC	Ruch, Victoria Danielle
UGELM	BSED-ELM	Rudolph, Emma
UGELM	ND-MNLTED2	Rudolph, Emma
UGCMA	BSA-CMA	Ruhland, Austin K
UGCJS	BSCJS-CJS	Ruotsinoja, Jake
UGCJS	ND-MNSOC	Ruotsinoja, Jake
UGCMA	BSA-CMA	Ruvo, Thomas A
GRACC	MACC-ACC2	Sadowski, Justin
GRATS	MS-ATS	Sand, Kendra Ranae
GRCOU	MA-COUN3	Sandau, Nikki Lynn
UGINV	BBA-INVEST	Sawadogo, Rakieta
UGNUR	BSN-NURS	Saxerud, Amanda Jo
UGNUR	ND-MNPSYC	Saxerud, Amanda Jo
UGATC	BSA-ATC	Sayles, Danielle
GRFSP	MA-FSP2	Schadt, Karly Nicole
UGPSY	BS-PSYC	Schaefer, Chloe Elizabeth
UGELM	BSED-ELM2	Schaffhausen, Senna Maria
UGELM	ND-MNPSYC	Schaffhausen, Senna Maria
UGIDS	BS-IDS	Schanilec, Elizabeth
GREFR	PHD-EFR	Schellpfeffer, Shane Ervin
UGCMA	BSA-CMA	Schelonka, Andrew David
UGENG	BA-ENGL	Schettler, Maren
UGCLC	CERT-CLC	Schettler, Maren
UGWRE	CERT-WRE	Schettler, Maren
UGENG	ND-MNMUSC	Schettler, Maren
UGENG	ND-MNPOLS	Schettler, Maren
UGCMA	BSA-CMA	Schiltz, Rachel Katherine
UGCMA	ND-MJASO	Schiltz, Rachel Katherine
UGBIO	BS-BIOLPH	Schirrick, Grace Lynn
UGBIO	ND-MNNUTR	Schirrick, Grace Lynn

UGBIO	ND-MNPSYC	Schirrick, Grace Lynn
UGMCE	BSME-ME	Schlenk, Carson Allan
UGELM	BSED-ELM2	Schley, Allison Elise
UGELM	ND-MNSPED	Schley, Allison Elise
UGNUR	BSN-NURS	Schmid, Jessica
UGCHE	BSCHE-CHE	Schoder, John M
UGGEN	BGS-GS2	Schon, Caleb Mikal Allan
UGGEN	ND-MNCSCI	Schon, Caleb Mikal Allan
UGGEN	ND-MNMATH	Schon, Caleb Mikal Allan
GRBSA	MBA-BADM2	Schuler, Cody
UGUAS	BSA-UAS	Schultz, Courtney K
UGUAS	ND-MJATC	Schultz, Courtney K
GREGS	MS-EGS2	Schultz, Zachary Mark
UGINV	BBA-INVES2	Schuster, Isaiah James
UGINV	ND-MJMRKT2	Schuster, Isaiah James
GRPSY	MS-PSYC	Schwartz, Amanda
UGMRK	BBA-MRKT2	Scott, Payton
UGMRK	ND-MNCOMM	Scott, Payton
GRSWK	MSW-SWK	Sehrt, Olivea Petal
UGCMA	BSA-CMA	Selmer, Donald
UGCMA	ND-MNLEAD	Selmer, Donald
UGCMA	ND-MNUAS	Selmer, Donald
UGCMA	BSA-CMA	Shaaeli, Rasam Aly
UGCMA	ND-MNATSC	Shaaeli, Rasam Aly
GRBSA	MBA-BADM2	Shaffer, Taylor Mae
GRSPS	MS-SPST2	Shahady, Anna Kristin
UGCJS	BSCJS-CJS2	Shannon, Alexander
UGCJS	ND-MNSOC	Shannon, Alexander
UGSWK	BSSW-SWK2	Sharp, Brittany Elizabeth
GRCOT	CERT-COT2	Shea, Pamela Jean
UGSWK	BSSW-SWK2	Sheehan, Alicia Meagan
UGBIO	BS-BIOLPH	Shelden, Mia Irene
UGHRM	BBA-HRM	Sheldon, Mallory
UGHRM	ND-MNLEAD	Sheldon, Mallory
UGCMA	BSA-CMA	Sheppard, Casey Michael
UGMNG	BBA-MGMT	Sherrard, Jayden Layne
UGCMA	BSA-CMA	Shimatsu, Riley
UGCMA	BSA-CMA	Shimatsu, Riley
UGMCE	BSME-ME	Shockman, Samuel Ronald
UGMCE	ND-MNCSCI	Shockman, Samuel Ronald
GRFSP	MA-FSP2	Shoulders, Samantha Brooke
GRSWK	MSW-SWK	Shoults, Erica Joy Derheim
GRACC	MACC-ACC2	Siang, Grace Nite
UGSSC	BA-SSC2	Sipma, Tia
UGSSC	ND-MNPSYC	Sipma, Tia
UGSWK	BSSW-SWK2	Siwgart Lourens, Melissa Mary
UGSWK	ND-MNIS	Siwgart Lourens, Melissa Mary
GRSPE	CERT-ABA2	Skogmo, Margaret
UGAVM	BBA-AVM	Skroch, Owen
GRFSP	MA-FSP2	Sloman, Madisyn L'shay
GRKIN	MS-KIN2	Smith, Ally
UGMRK	BBA-MRKT	Smith, Isaiah Q

UGMRK	ND-MNATCO	Smith, Isaiah Q
UGELM	BSED-ELM2	Smith, Jacqueline Jordan
GRMLC	CERT-MLC2	Smith, Jerica Lee
GRCIN	MS-CIN2	Smith, Jerica Lee
UGGEN	BGS-GS2	Smith, Latrice
UGNON	ND-MNCSCI	Smith, Mason William
UGCMA	BSA-CMA	Sobolik, Kayla Marie
UGCMA	ND-MJASO	Sobolik, Kayla Marie
GRCOT	CERT-COT2	Solberg, Julie S
UGNUR	BSN-NURS	Solvik, Chloe R
GRATS	PHD-ATMSCI	Sorenson, Blake T
UGSWK	BSSW-SWK2	Soupir, Bailey Elizabeth
UGSWK	ND-MNPSYC	Soupir, Bailey Elizabeth
UGUAS	BSA-UAS	Spahni, Anthony Michael
UGUAS	BSA-UAS	Spahni, Anthony Michael
UGCHE	BSCHE-CHE	Speidel, Blake D
UGCMA	BSA-CMA	Sperry, Tyler Michael
UGBIO	BS-BIOLPH	Spicer, Chase Tomas
UGELM	BSED-ELM	Spokely, Anna
UGELM	ND-MNSPED	Spokely, Anna
UGMNG	BBA-MGMT2	Spotts, Ashley R
UGMNG	ND-MNBIOL	Spotts, Ashley R
GRRSC	CERT-GRSC2	Stahl, Kenzie
GRRDE	MED-RDE2	Stahl, Kenzie
GRSWK	MSW-SWK	Stanczyk, Ashlei
UGFRN	BA-FREN	Standen, Laura
UGCMA	BSA-CMA	Standen, Laura
UGCMA	ND-MNATSC	Standen, Laura
UGCMA	ND-MNPOLS	Standen, Laura
UGAPM	BBA-APM	Steen, Joseph
UGPLS	BA-POLS	Steeves, Lauren B
UGPLS	ND-MNHIST	Steeves, Lauren B
GRSWK	MSW-SWK2	Steffens, Tasha Fay
GRACC	MACC-ACC2	Steffes, Amanda
UGNUR	BSN-NURS	Stenberg, Kathryn J
GRBSA	MBA-BADM2	Sterner, Tyler Francis
GRBSA	MBA-BADM2	Stevens, Brady Christian
UGSWK	BSSW-SWK	Stevens, Elizabeth Ann
UGASM	BSA-ASM2	Stevens, Noah Alexander
GRFSP	MA-FSP2	Stichler, Halle Louise
UGASM	BSA-ASM2	Stobierski, David A
UGPLS	BA-POLS	Stockwell, Brandon J
UGPLS	ND-MNECON	Stockwell, Brandon J
GRMLC	CERT-MLC2	Storm, Lara Christine
GRTAL	EDD-T&L2	Storm, Lara Christine
GRINC	CERT-INC2	Stott, Nina
GRCIN	MS-CIN2	Stott, Nina
GRASC	PHD-ASC	Strom, Caleb Aaron
GRBME	PHD-BME	Sueker, Mitchell
UGCMA	BSA-CMA	Sullivan, Ryan
GRMTH	MS-MATH	Sumaiya, FNU
GRCHM	PHD-CHEM	Sun, Di

GRCHM	PHD-CHEM	Sun, Wen
GRSWK	MSW-SWK2	Sundeen, Marnie L
UGMRK	BBA-MRKT	Sveum, Simon Orion
UGMRK	ND-MNSBUS	Sveum, Simon Orion
UGASM	BSA-ASM2	Taillac, Dylan
GRENE	PHD-ENE	Taiwo, Grace Oluwakemisola
UGINV	BBA-INVEST	Tapp, Evan
UGINV	ND-MJMRKT	Tapp, Evan
GRACC	MACC-ACC2	Taracena, Connie
GRETE	MS-EE2	Taylor, Andrew G
GRIHT	PHD-IHT2	Taylor, Jacob Nelson
GRCOT	CERT-COT2	Tetrault, Brandon James
UGELM	BSED-ELM	Theis, Eleanor
UGELM	ND-MNGEOG	Theis, Eleanor
UGHIT	CERT-HIT2	Theison, Heather
GRFSP	MA-FSP2	Thiel, Emily Sue
UGENT	BBA-ENTR	Thom, Mexx Houston
UGNUR	BSN-NURS	Thomas, Alexis J
GRSWK	MSW-SWK	Thompson, Alexia J
GRLNA	CERT-LNA2	Thompson, Andrea Dionne
UGINV	BBA-INVEST	Thompson, Hannah Catherine
UGINV	ND-MNSBUS	Thompson, Hannah Catherine
UGFLE	BSA-FLE	Thorpe, Christopher
UGFLE	ND-MNSPAN	Thorpe, Christopher
UGCMA	BSA-CMA	Thrawl, Ava M
UGCMA	ND-MNSPAN	Thrawl, Ava M
UGMNG	BBA-MGMT	Thune, Megan K
GRACC	MACC-ACC2	Tie, Xi
GRCHE	MS-CHE	Tikeri, Glavic Bih
UGASO	BSA-ASO	Tobin, Sarah Marie
UGCMA	BSA-CMA	Tonsfeldt, Dylan Darrin
UGCMA	BSA-CMA	Torgerson, Lex Dave
UGCPS	BSCSCI-CS2	Torres, Jordan Austin
UGBIO	BS-BIOLPH	Torres, Vicente Alonso
UGCLS	CERT-CLS	Tran, David Minh
UGIDS	BS-IDS	Triplett, Abigail
UGIDS	ND-MNBIOL	Triplett, Abigail
UGIDS	ND-MNPSYC	Triplett, Abigail
UGCOM	BA-COMM	Trnka, David Mattias
UGDPM	CERT-DPM	Trnka, David Mattias
UGSCO	CERT-SCO	Trnka, David Mattias
UGCOM	ND-MNSBUS	Trnka, David Mattias
UGPSY	BS-PSYC	Trottier, Priscella R
UGUAS	BSA-UAS	Truax, Matthew SEAN
UGUAS	BSA-UAS	Truax, Matthew SEAN
UGUAS	ND-MJCMA	Truax, Matthew SEAN
UGUAS	ND-MJCMA	Truax, Matthew SEAN
UGUAS	ND-MNMTS	Truax, Matthew SEAN
UGPSY	BS-PSYC	Trueblood, Taryn Marie
UGBHH	CERT-BHH	Trueblood, Taryn Marie
UGPSY	ND-MNSOC	Trueblood, Taryn Marie
UGCMA	BSA-CMA	Tsukamoto, Maho

UGCMA	BSA-CMA	Tsukamoto, Maho
GRRSC	CERT-GRSC2	Tucker, Michelle Ann
GRRDE	MED-RDE2	Tucker, Michelle Ann
GRCHM	MS-CHEM	Tudjeu Chendjou, Sonia
GRSPS	MS-SPST2	Uppal, Virpaul
UGNUR	BSN-NURS	Urlacher, Mason M
UGETE	BSEE-EE2	Vail Castro, Rhett
GRCOU	MA-COUN3	Van Berkom, Tricia
UGCMA	BSA-CMA	Van Siclen, Harison
UGEEN	BA-ECON	Van Wart, Mark D.
UGNUR	BSN-NURS	Vandekieft, Emma Elizabeth
UGCMA	BSA-CMA	Vangenderen, Eian J
UGCMA	BSA-CMA	Vangenderen, Eian J
GRCOT	CERT-COT	Vazquez, Talia Luccia
GRBSA	MBA-BADM2	Velaris, Andrea Leigh
GRFSP	MA-FSP2	Villagran-Murillo, Marisol
UGCMA	BSA-CMA	Villalpando-Lopez, Juan Daniel
UGPSY	BA-PSYC2	Vincent-Cortes, Baileyann
UGPSY	ND-MNCOMM	Vincent-Cortes, Baileyann
UGSPN	BA-SPAN	Vinole, Evan A
UGCMA	BSA-CMA	Vinole, Evan A
UGSPS	CERT-SPS	Vinole, Evan A
UGCMA	BSA-CMA	Voigt, Cole F
UGCMA	ND-MNSPST	Voigt, Cole F
GRCOT	CERT-COT2	Volk, Andrea Rachelle
GRTAL	EDD-T&L2	Volk, Andrea Rachelle
GRBME	MS-BME2	Vu, Korey
UGSSE	BSED-SSCI	Wald, Zachary T
UGSSE	ND-MNMLE	Wald, Zachary T
GRACC	MACC-ACC2	Waleff, Megan Ashley
UGCVE	BSCE-CE2	Walker, Travis L
UGCJS	BSCJS-CJS	Wang, Edward Yang
UGCJS	ND-MNPSYC	Wang, Edward Yang
GRASD	CERT-ASD2	Warren, Maureen
GRSED	MED-SED2	Warren, Maureen
UGMRK	BBA-MRKT	Warrey, Owen D
UGMRK	ND-MNPRSA	Warrey, Owen D
UGCOM	BA-COMM	Webber, Garrett
UGMRK	BBA-MRKT	Webber, Garrett
UGMRK	ND-MNLEAD	Webber, Garrett
UGBIO	BS-BIOLPH	Wehausen, Jenna
UGBHH	CERT-BHH	Wehausen, Jenna
UGBIO	ND-MNPSYC	Wehausen, Jenna
UGEST	BS-EST	Wehri, Claire
UGEST	ND-MNGEOL	Wehri, Claire
UGCMA	BSA-CMA	Weigel, Dylan J
GRFSP	MA-FSP2	Weimer, Heather Dianne
UGACC	BACC-ACCT	Weiss, Grace
UGSPS	CERT-SPS	Weiss, Grace
UGACC	ND-MNSPAN	Weiss, Grace
GRCLS	MS-CLS2	Wells, Danielle Marie
GRCOU	MA-COUN3	Wentland, Hannah

GRPBA	MPA-PADM2	Werk, Megan Kathleen
GRPLY	CERT-PLYA2	Werner, Sarah M
GRBSA	MBA-BADM2	Wesel, Steven Ambrose
UGPLS	BA-POLS	Westin, Julia M
UGSPN	BA-SPAN	Westin, Julia M
UGPLS	ND-MNITS	Westin, Julia M
UGBIO	BS-BIOLPH	Wetzel, Jaxon D
UGBHH	CERT-BHH	Wetzel, Jaxon D
UGSPS	CERT-SPS	Wetzel, Jaxon D
UGBIO	ND-MNPSYC	Wetzel, Jaxon D
UGBIO	ND-MNSPAN	Wetzel, Jaxon D
UGMRK	BBA-MRKT	Wharam, Claire Catherine
UGMRK	ND-MNLEAD	Wharam, Claire Catherine
UGMRK	BBA-MRKT2	Wick, Kelsey Ann
UGNUR	BSN-NURS	Wickum, Paige
UGNUR	BSN-NURS	Wilhelmi, Anika Dawn
UGNUR	ND-MNENT	Wilhelmi, Anika Dawn
UGBSE	BBA-BSE2	Wilhelmi, Jack PORTER
GRSED	MS-SED2	Willardson, Sasha Elizabeth
GRAEC	MS-AEC2	Williams, Evan
UGCJS	BSCJS-CJS	Williams, Lily
UGFRP	CERT-FRP2	Williams, Lily
UGCJS	ND-MNPSYC	Williams, Lily
UGCJS	ND-MNSOC	Williams, Lily
GRTAL	EDD-T&L2	Williams, Melodie Anne Reed
GRSWK	MSW-SWK2	Willis, Isreal D
UGPLS	BA-POLS	Willis, Mitchell E
UGPBA	BS-PA	Willis, Mitchell E
UGCLS	BSCLS-CLS	Wilson, Maya Ann
UGCMA	BSA-CMA	Wiseman, Jay Robert
UGCMA	ND-MNATSC	Wiseman, Jay Robert
UGMRK	BBA-MRKT	Wocken, Evan
UGMRK	ND-MNLEAD	Wocken, Evan
UGMRK	ND-MNPRSA	Wocken, Evan
UGPSY	BA-PSYC	Wojciechowski, Chesnie Renae
UGASO	BSA-ASO	Wollum, Alexis
UGELM	BSED-ELM	Wood, Sydney Corinne
UGELM	ND-MNMLE	Wood, Sydney Corinne
GRATS	MS-ATS	Wooton, Claiborne
UGELM	BSED-ELM	Workman, Brooke L
UGELM	ND-MNSPED	Workman, Brooke L
UGCOM	BA-COMM2	Wright, Ashanti
GRCHM	PHD-CHEM	Wu, Yingfen
UGCMA	BSA-CMA	Wurtzel, Jakob R
GRAVI	MS-AVIT2	Wussow, Michael Dean
GRBSA	MBA-BADM2	Xanthoudakis, Steve
GRASC	PHD-ASC2	Yates, Jacob N
GRSPS	MS-SPST2	Yeosock, Michael Michael
UGCMA	BSA-CMA	Yerbich, Mark J
UGCMA	BSA-CMA	Yoon, Suk Jin
GRAEC	MS-AEC	Yougang, Blanche Brinda
GRCOU	MA-COUN3	Zacharias, Alyssa

UGSPN	BA-SPAN	Zaeske, Reese H
UGCMA	BSA-CMA	Zaeske, Reese H
UGSPS	CERT-SPS	Zaeske, Reese H
UGCMA	BSA-CMA	Zenner, Dylan Chad
GRPTE	PHD-PTE	Zhao, Jin
UGSWK	BSSW-SWK2	Zhorela, Alexis J
UGSWK	ND-MNPSYC	Zhorela, Alexis J
UGSWK	ND-MNWS	Zhorela, Alexis J

Descr	Plan Type	Sub-Plan	Degree Plan	College
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BBA-Managerial Finance & Acct Marketing	MAJ		BBA-MFCA	BPA
BSEE-Electrical Engineering	MAJ		BBA-MFCA	BPA
Environmental Engineering	MAJ		BSEE-EE	SEM
Special Education	MAJ	SPEC-ECSE2	PHD-IES	GRAD
Social Work	MAJ		MED-SED2	GRAD
CERT-IDT Grad Cert in eLearnin	MAJ		MSW-SWK2	GRAD
BBA-Management	MAJ		CERT-ELRN2	GRAD
BSN-Nursing	MAJ		BBA-MGMT	BPA
Accountancy	MAJ	TRK-ACLACC	BSN-NURS	NUR
EDD-Ed Practice and Leadership	MAJ	SPEC-HE2	MACC-ACC	GRAD
Civil Engineering	MAJ		EDD-T&L2	GRAD
BGS-General Studies	MAJ	SPEC-HSCI	MENGR-CE	GRAD
BSA-Aviation Safety & Operatio	MAJ		BGS-GS	A&S
BSKIN-Kinesiology	MAJ	OPT-PEXAH2	BSA-ASO	JDO
Accountancy	MAJ	TRK-ACTFU2	BSPE-PEXS2	EHD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSN-Nursing	MAJ		MACC-ACC2	GRAD
Minor Nutrition	MIN		BSN-NURS	NUR
BBA-Aviation Management	MAJ		BSN-NURS	NUR
Mechanical Engineering	MAJ		BBA-AVM	BPA
BBA-Aviation Management	MAJ		MS-ME	GRAD
BBA-Airport Management	MAJ		BBA-AVM	BPA
BBA-Management	MAJ		BBA-APM	BPA
Minor Psychology	MIN		BBA-MGMT2	BPA
Petroleum Engineering	MAJ		BBA-MGMT2	BPA
Civil Engineering	MAJ		MENGR-PTE	GRAD
BS-Psychology	MAJ		PHD-CE	GRAD
BS-Health Studies	MAJ		BS-PSYC	A&S
Minor Accountancy	MIN		BS-IDS	A&S
BSA-Commercial Aviation	MAJ		BS-IDS	A&S
CERT-Aviation Law	MAJ		BSA-CMA	JDO
Law	MAJ		CERT-ATP	LAW
Special Education	MAJ	SPEC-SES2	JD-LAW	LAW
BS-Psychology	MAJ		MED-SED2	GRAD
BSSW-Social Work	MAJ		BS-PSYC	A&S
BSED-Elementary Education	MAJ		BSSW-SWK2	NUR
Minor Coaching	MIN		BSED-ELM2	EHD
BSN-Nursing	MAJ		BSED-ELM2	EHD
Minor Psychology	MIN		BSN-NURS	NUR
BSA-Aviation Studies	MAJ		BSN-NURS	NUR
Aviation Safety and Operations	MAJ	SPEC-BASO	BSA-ASM2	JDO
BSA-Commercial Aviation	MAJ		BSA-ASM2	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
EDD-Ed Practice and Leadership	MAJ	SPEC-IDT2	BSA-CMA	JDO
Chemistry	MAJ		EDD-T&L2	GRAD
BSA-Commercial Aviation	MAJ		MS-CHEM	GRAD
BBA-Management	MAJ		BSA-CMA	JDO
	MAJ		BBA-MGMT	BPA

Social Work	MAJ		MSW-SWK2	GRAD
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
BSKIN-Kinesiology	MAJ	OPT-PEXAH2	BSPE-PEXS2	EHD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Accountancy	MAJ	TRK-PROAC2	MACC-ACC2	GRAD
BSPTC-Petroleum Engineering	MAJ		BSPTC-PTE2	SEM
Counseling	MAJ	EMP-COUSN3	MA-COUN3	GRAD
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
Minor French	MIN		BSA-ASO	JDO
BA-Psychology	MAJ		BA-PSYC2	A&S
BA-Communication	MAJ		BA-COMM	A&S
BAPS-Political Science	MAJ		BA-POLS	BPA
CERT-Dig Prod for Media Indust	MAJ		CERT-DPM	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BS-Psychology	MAJ		BS-PSYC	A&S
Social Work	MAJ		MSW-SWK2	GRAD
BSME-Mechanical Engineering	MAJ	CON-AERO	BSME-ME	SEM
Minor Mathematics	MIN		BSME-ME	SEM
Minor Space Studies	MIN		BSME-ME	SEM
Social Work	MAJ		MSW-SWK2	GRAD
BS-Physics	MAJ	TRK-PHYSAS	BS-PHYS	A&S
Mathematics	MAJ		BS-PHYS	A&S
BBA-Management	MAJ		BBA-MGMT	BPA
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Unmanned Aircraft System	MIN		BBA-MRKT	BPA
BBA-Business Economics	MAJ		BBA-BSE	BPA
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Coaching	MIN		BBA-MRKT	BPA
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
Minor Visual Arts	MIN		BSED-ELM2	EHD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
Minor Visual Arts	MIN		BSED-ELM2	EHD
BSN-Nursing	MAJ		BSN-NURS	NUR
Public Health	MAJ	OPT-RHMP	MPH-PH	GRAD
BS-Health Studies	MAJ	OPT-HA	BS-IDS	A&S
BS-Health Studies	MAJ	OPT-HM	BS-IDS	A&S
Minor Communication	MIN		BS-IDS	A&S
Minor Leadership	MIN		BS-IDS	A&S
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Cyber Security	MAJ		MS-CYS2	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Early Childhood	MAJ		BSED-ELM	EHD
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
BBA-Management	MAJ		BBA-MGMT2	BPA
BA-Communication	MAJ		BA-COMM	A&S

BS-Public Affairs	MAJ	TRK-PADM2	BS-PA2	BPA
CERT-Health Communication	MAJ		CERT-HTC2	A&S
CERT-Nonprofit Administration	MAJ		CERT-NPL	A&S
CERT-Social Med Strateg in Com	MAJ		CERT-SMC2	A&S
Minor Nonprofit Administration	MIN		BS-PA2	BPA
BS-Psychology	MAJ		BS-PSYC	A&S
Minor Mathematics	MIN		BS-PSYC	A&S
BSKIN-Kinesiology	MAJ	OPT-PEXAH	BSPE-PEXS	EHD
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
EDD-Ed Practice and Leadership	MAJ	SPEC-HE2	EDD-T&L2	GRAD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Entrepreneurship	MAJ		BBA-ENTR	BPA
BSKIN-Kinesiology	MAJ	OPT-PEXAH	BSPE-PEXS	EHD
BSN-Nursing	MAJ		BSN-NURS	NUR
BBA Finance	MAJ		BBA-INVEST	BPA
BSCE-Civil Engineering	MAJ		BSCE-CE	SEM
BBA-Marketing	MAJ		BBA-MRKT	BPA
Applied Econ & Pred Analytics	MAJ		MS-AEC	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSN-Nursing	MAJ		BSN-NURS	NUR
BSFWB-Fisheries & Wildlife Bio	MAJ		BSFWB-FWB	A&S
CERT-Creative Writing	MAJ		CERT-CWR	A&S
BA-Psychology	MAJ		BA-PSYC	A&S
Visual Arts	MAJ		MFA-VA	GRAD
BA-Communication	MAJ		BA-COMM	A&S
Environmental Engineering	MAJ		PHD-IES2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
Minor History	MIN		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-Social Science	MAJ		BA-SSC2	A&S
Minor Psychology	MIN		BA-SSC2	A&S
BBA-Marketing	MAJ		BBA-MRKT2	BPA
Minor Leadership	MIN		BBA-MRKT2	BPA
BSEG-Environmental Geoscience	MAJ		BSEG-EG2	SEM
Minor Operations & Supply Chain	MIN		BSEG-EG2	SEM
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Minor Global Studies	MIN		BSSW-SWK2	NUR
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-Psychology	MAJ		BA-PSYC2	A&S
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS2	A&S
Social Work	MAJ		MSW-SWK2	GRAD
BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
Minor History	MIN		BSA-ATC	JDO
BSED-Elementary Education	MAJ		BSED-ELM	EHD
BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
Minor Psychology	MIN		BSA-ATC	JDO
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO

Minor Criminal Justice Studies	MIN		BSA-CMA	JDO
Social Work	MAJ		MSW-SWK2	GRAD
Electrical Engineering	MAJ		MENGR-EE	GRAD
BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BAPS-Political Science	MAJ		BA-POLS	BPA
BS-Geography	MAJ	EMP-GEOSCI	BS-GEOG	A&S
Counseling	MAJ	EMP-COUN3	MA-COUN3	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
Teaching and Leadership	MAJ	SPEC-GEN2	MS-CIN2	GRAD
CERT-School Counseling for Ed	MAJ		CERT-SCE3	GRAD
BA-Social Science	MAJ		BA-SSC2	A&S
Minor Psychology	MIN		BA-SSC2	A&S
BSEG-Environmental Geoscience	MAJ		BSEG-EG	SEM
BBA Finance	MAJ		BBA-INVEST	BPA
Social Work	MAJ		MSW-SWK2	GRAD
Aviation	MAJ		MS-AVIT2	GRAD
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
Minor Mathematics	MIN		BSME-ME	SEM
BBA-Management	MAJ		BBA-MGMT	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
BSESP-Esports	MAJ		BSESP-ESP	EHD
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
CERT-French	MAJ		CERT-FRC	A&S
Minor French	MIN		BSA-CMA	JDO
BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Sociology	MIN		BS-BIOLPH	A&S
BS-Psychology	MAJ		BS-PSYC	A&S
CERT-Classical Languages	MAJ		CERT-CLC	A&S
Minor Music	MIN		BS-PSYC	A&S
MS-Higher Education	MAJ		MS-HED	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Law	MAJ		JD-LAW	LAW
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
Social Work	MAJ		MSW-SWK2	GRAD
BA-Communication	MAJ		BA-COMM	A&S
Minor Sports Business	MIN		BA-COMM	A&S
Chemical Engineering	MAJ		MENGR-CHE2	GRAD
EDD-Ed Practice and Leadership	MAJ	SPEC-SE2	EDD-T&L2	GRAD
Forensic Psychology	MAJ		MA-FSP2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA

CERT-French	MAJ		CERT-FRC	A&S
Minor Professional Sales	MIN		BBA-MRKT	BPA
Minor Sports Business	MIN		BBA-MRKT	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
Aviation Safety and Operations	MAJ		BSA-ASM2	JDO
BBA-Management	MAJ		BBA-MGMT	BPA
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-LRGUAS	BSA-UAS	JDO
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
BS-Forensic Science	MAJ		BS-FRS	A&S
Petroleum Engineering	MAJ		MENGR-PTE2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BSEE-Electrical Engineering	MAJ		BSEE-EE2	SEM
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
BBA Finance	MAJ		BBA-INVEST	BPA
Social Work	MAJ		MSW-SWK2	GRAD
BS-Environmental Studies	MAJ		BS-EST	A&S
Minor-Sustainability Studies	MIN		BS-EST	A&S
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
Minor Space Studies	MIN		BSA-CMA	JDO
BS-Environmental Studies	MAJ		BS-EST	A&S
Minor Geography	MIN		BS-EST	A&S
Minor-Sustainability Studies	MIN		BS-EST	A&S
BA-Psychology	MAJ		BA-PSYC	A&S
CERT-Forensic Psychology	MAJ		CERT-FRP	A&S
Minor Criminal Justice Studies	MIN		BA-PSYC	A&S
Minor Spanish	MIN		BA-PSYC	A&S
Biomedical Sciences	MAJ		PHD-BMS	GRAD
BA-Global Studies	MAJ	OPT-1	BA-ITS	A&S
CERT-Comm Sci & Disorders	MAJ		CERT-CMD	A&S
CERT-German	MAJ		CERT-GRM	A&S
Minor German Studies	MIN		BA-ITS	A&S
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Forensic Psychology	MAJ		MA-FSP2	GRAD
BA-Psychology	MAJ		BA-PSYC	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSED-Science	MAJ		BSED-SCI	EHD
Minor Biology	MIN		BSED-SCI	EHD
Minor Middle Level Education	MIN		BSED-SCI	EHD
BBA-Management	MAJ		BBA-MGMT	BPA
Minor Leadership	MIN		BBA-MGMT	BPA
Minor Sports Business	MIN		BBA-MGMT	BPA
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
CERT-Policy Analysis	MAJ		CERT-PLYA2	GRAD
Biology	MAJ		MS-BIOL	GRAD
Social Work	MAJ		MSW-SWK2	GRAD

BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
BACC-Accountancy	MAJ		BACC-ACCT	BPA
BBA Finance	MAJ		BBA-INVEST	BPA
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BBA Finance	MAJ		BBA-INVEST	BPA
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
Social Work	MAJ		MSW-SWK2	GRAD
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
BSKIN-Kinesiology	MAJ	OPT-PEXAH	BSPE-PEXS	EHD
Minor Psychology	MIN		BSPE-PEXS	EHD
Social Work	MAJ		MSW-SWK	GRAD
BFA-Visual Arts	MAJ		BFA-VA	A&S
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
Teaching and Leadership	MAJ	SPEC-ELEM2	MS-CIN2	GRAD
EDD-Ed Practice and Leadership	MAJ	SPEC-HE2	EDD-T&L2	GRAD
CERT-Medical Laboratory Sci	MAJ	TRK-PSTBA	CERT-CLS	SMHS
BA-Psychology	MAJ		BA-PSYC2	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSKIN-Kinesiology	MAJ	OPT-PEXAH2	BSPE-PEXS2	EHD
EDD-Ed Practice and Leadership	MAJ	SPEC-HE2	EDD-T&L2	GRAD
BACC-Accountancy	MAJ		BACC-ACCT	BPA
Minor Sports Business	MIN		BACC-ACCT	BPA
BBA-Marketing	MAJ		BBA-MRKT	BPA
BS-Environmental Studies	MAJ		BS-EST	A&S
Minor Biology	MIN		BS-EST	A&S
Minor Dance	MIN		BS-EST	A&S
Minor-Sustainability Studies	MIN		BS-EST	A&S
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Spanish	MIN		BS-BIOLPH	A&S
BBA-Marketing	MAJ		BBA-MRKT2	BPA
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
Computer Science	MAJ		MS-CSCI2	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Leadership	MIN		BBA-INVEST	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
BSSW-Social Work	MAJ		BSSW-SWK	NUR
Minor Coaching	MIN		BSSW-SWK	NUR
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
CERT-Spanish	MAJ		CERT-SPS	A&S
BBA-Entrepreneurship	MAJ		BBA-ENTR	BPA
Marketing	MAJ		BBA-ENTR	BPA
Civil Engineering	MAJ		MENGR-CE2	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Cyber Security	MAJ		MS-CYS2	GRAD
BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM

BSATSC-Atmospheric Sciences	MAJ		BSATSC-ATS	JDO
BBA-Marketing	MAJ		BBA-MRKT	BPA
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BS-Forensic Science	MAJ		BS-FRS	A&S
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSME-Mechanical Engineering	MAJ		BSME-ME2	SEM
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
Teaching and Leadership	MAJ	SPEC-PRIN2	MS-CIN2	GRAD
BS-Mathematics	MAJ		BS-MATH2	A&S
BA-Psychology	MAJ		BA-PSYC	A&S
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
Minor Legal Studies	MIN		BA-PSYC	A&S
Energy Engineering	MAJ		PHD-ENE2	GRAD
Public Administration	MAJ		MPA-PADM2	GRAD
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
Mechanical Engineering	MAJ		MS-ME	GRAD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Coaching	MIN		BSED-ELM	EHD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Biomedical Engineering	MAJ		MS-BME	GRAD
Special Education	MAJ	SPEC-SES2	MS-SED2	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
BBA-Management	MAJ		BBA-MGMT	BPA
Finance	MAJ		BBA-MGMT	BPA
BSA-Commercial Aviation	MAJ	TRK-HELICO	BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
BS-Psychology	MAJ		BS-PSYC	A&S
Business Administration	MAJ	CON-AVMGM2	MBA-BADM2	GRAD
Forensic Psychology	MAJ		MA-FSP2	GRAD
BA-Psychology	MAJ		BA-PSYC2	A&S
Minor Political Science	MIN		BA-PSYC2	A&S
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Psychology	MIN		BSED-ELM	EHD
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Communication	MIN		BBA-MRKT	BPA
Earth System Science & Policy	MAJ		PHD-ESSP	GRAD
Space Studies	MAJ		MS-SPST2	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Literacy Education	MIN		BSED-ELM	EHD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
BSSW-Social Work	MAJ		BSSW-SWK	NUR

CERT-Mastery Learning Teaching and Leadership	MAJ		CERT-MLC2	GRAD
BA-Theatre Arts	MAJ	SPEC-PRIN2	MS-CIN2	GRAD
Minor Dance	MIN	TRK-ACTING	BA-THR	A&S
BBA-Management	MAJ		BA-THR	A&S
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BBA-MGMT	BPA
BGS-General Studies	MAJ		BSA-ASM2	JDO
Minor Communication	MIN		BGS-GS	A&S
Medical Laboratory Science	MAJ		BGS-GS	A&S
BBA-Marketing	MAJ		MS-CLS2	GRAD
Minor Graphic Design	MIN		BBA-MRKT	BPA
Minor Leadership	MIN		BBA-MRKT	BPA
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-LRGUAS	BBA-MRKT	BPA
Minor Computer Science	MIN		BSA-UAS	JDO
BACC-Accountancy	MAJ		BACC-ACCT	BPA
BSA-Commercial Aviation	MAJ	TRK-FXWING	BACC-ACCT	BPA
BSSW-Social Work	MAJ		BSA-CMA	JDO
Minor Sociology	MIN		BSSW-SWK	NUR
BBA Finance	MAJ		BSSW-SWK	NUR
Minor Psychology	MIN		BBA-INVEST	BPA
BA-Psychology	MAJ		BBA-INVEST	BPA
Minor Visual Arts	MIN		BA-PSYC2	A&S
BSKIN-Kinesiology	MAJ	OPT-PEXAH	BA-PSYC2	A&S
CERT-Women & Gender Studies	MAJ		BSPE-PEXS	EHD
Minor Biology	MIN		CERT-WGN	A&S
Minor Psychology	MIN		BSPE-PEXS	EHD
Social Work	MAJ		BSPE-PEXS	EHD
BS-Health Studies	MAJ	OPT-HA	MSW-SWK2	GRAD
BS-Health Studies	MAJ	OPT-HM	BS-IDS	A&S
Minor Leadership	MIN		BS-IDS	A&S
Forensic Psychology	MAJ		BS-IDS	A&S
BS-Biology / Profsnl Health	MAJ		MA-FSP2	GRAD
Minor Psychology	MIN		BS-BIOLPH	A&S
Cyber Security	MAJ		BS-BIOLPH	A&S
BGS-General Studies	MAJ		MS-CYS3	GRAD
Minor Mathematics	MIN		BGS-GS2	A&S
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BGS-GS2	A&S
BBA-Information Systems	MAJ		BSA-CMA	JDO
CERT-Histotechnician	MAJ		BBA-ISYS	BPA
BSED-Comp Soc Studies Ed	MAJ		CERT-HIT2	SMHS
Minor History	MIN		BSED-SSCI	EHD
Minor Middle Level Education	MIN		BSED-SSCI	EHD
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSED-SSCI	EHD
Social Work	MAJ		BSA-CMA	JDO
Accountancy	MAJ	TRK-ACTFU2	MSW-SWK2	GRAD
Business Administration	MAJ		MACC-ACC2	GRAD
BSN-Nursing	MAJ		MBA-BADM2	GRAD
BS-Biology / Profsnl Health	MAJ		BSN-NURS	NUR
Minor Psychology	MIN		BS-BIOLPH	A&S
BSCE-Civil Engineering	MAJ		BS-BIOLPH	A&S
Counseling	MAJ	EMP-COUCN3	BSCE-CE2	SEM
Social Work	MAJ		MA-COUN3	GRAD
			MSW-SWK	GRAD

BSN-Nursing	MAJ		BSN-NURS	NUR
BSKIN-Kinesiology	MAJ	OPT-PEXSR2	BSPE-PEXS2	EHD
Minor Coaching	MIN		BSPE-PEXS2	EHD
BSEE-Electrical Engineering	MAJ		BSEE-EE2	SEM
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Cyber Security	MAJ		MS-CYS2	GRAD
BACC-Accountancy	MAJ		BACC-ACCT	BPA
Minor Economics	MIN		BACC-ACCT	BPA
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
Minor Mathematics	MIN		BSCSCI-CSC	SEM
BBA-Marketing	MAJ		BBA-MRKT2	BPA
BBA Finance	MAJ		BBA-INVEST	BPA
Management	MAJ		BBA-INVEST	BPA
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Sports Business	MIN		BBA-INVEST	BPA
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSFWB-Fisheries & Wildlife Bio	MAJ		BSFWB-FWB	A&S
BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Cyber Security	MAJ		MS-CYS2	GRAD
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-S-UAS	BSA-UAS	JDO
BAE-Economics	MAJ		BA-ECON	BPA
BBA-Marketing	MAJ		BBA-MRKT2	BPA
Business Administration	MAJ		MBA-BADM2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Music	MIN		BBA-MRKT	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
BBA-Human Resource Management	MAJ		BBA-HRM	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ	TRK-LRUAS2	BSA-CMA	JDO
Environmental Engr	MAJ		MENGR-IES2	GRAD
CERT-School Counseling for Ed	MAJ		CERT-SCE3	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Biomedical Sciences	MAJ		PHD-BMS	GRAD
BS-Psychology	MAJ		BS-PSYC	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
Social Work	MAJ		MSW-SWK2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSPBH-Public Health Education	MAJ		BSPBH-PBH2	EHD
Electrical Engineering	MAJ		MS-EE2	GRAD
Accountancy	MAJ	TRK-ACLACC	MACC-ACC	GRAD
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BA-Social Science	MAJ		BA-SSC2	A&S
Minor Psychology	MIN		BA-SSC2	A&S
BSN-Nursing	MAJ		BSN-NURS	NUR
TESOL	MAJ		MED-ELL2	GRAD
BACC-Accountancy	MAJ		BACC-ACCT	BPA

BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Sports Business	MIN		BBA-MRKT	BPA
BBA-Marketing	MAJ		BBA-MRKT	BPA
BBA Finance	MAJ		BBA-INVEST	BPA
BSKIN-Kinesiology	MAJ	OPT-PEXST2	BSPE-PEXS2	EHD
BS-Health Studies	MAJ	OPT-HA	BS-IDS	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Graphic Design	MIN		BBA-MRKT	BPA
BSA-Air Traffic Management	MAJ		BSA-ATC	JDO
Minor Criminal Justice Studies	MIN		BSA-ATC	JDO
Chemical Engineering	MAJ	TRK-ACLCHE	MS-CHE	GRAD
BA-Sociology	MAJ		BA-SOC	A&S
BA-Communication	MAJ		BA-COMM2	A&S
BA-Visual Arts	MAJ	TRK-SA	BA-VA	A&S
BS-Health Studies	MAJ		BS-IDS	A&S
Minor Nutrition	MIN		BS-IDS	A&S
CERT-Medical Laboratory Sci	MAJ	TRK-PSTBA	CERT-CLS	SMHS
CERT-Reading Science	MAJ		CERT-GRSC2	GRAD
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
Minor French	MIN		BSA-CMA	JDO
Kinesiology	MAJ	TRK-ACLKIN	MS-KIN	GRAD
BBA-Management	MAJ		BBA-MGMT	BPA
CERT-Human Resource Mgmt	MAJ		CERT-HMR	BPA
Minor Leadership	MIN		BBA-MGMT	BPA
Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
Electrical Engineering	MAJ	TRK-ACLEE2	MS-EE2	GRAD
BBA-Marketing	MAJ		BBA-MRKT2	BPA
BGS-General Studies	MAJ		BGS-GS	A&S
Biomedical Engineering	MAJ		MS-BME	GRAD
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
CERT-MLS TR:Clinic Chem/Urinal	MAJ		CERT-CLCHU	SMHS
CERT-MLS TR:Hematology/Hemosta	MAJ		CERT-HET/H	SMHS
BS-Biology	MAJ		BS-BIOL	A&S
Minor Chemistry	MIN		BS-BIOL	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Management	MAJ		BBA-MGMT	BPA
CERT-Dig Prod for Media Indust	MAJ		CERT-DPM	A&S
Marketing	MAJ		BBA-MGMT	BPA
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
Computer Science	MAJ		MS-CSCI	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
BSN-Nursing	MAJ		BSN-NURS	NUR
Social Work	MAJ		MSW-SWK2	GRAD
BS-Mathematics	MAJ		BS-MATH	A&S
Minor Professional Flight	MIN		BS-MATH	A&S
Kinesiology	MAJ		MS-KIN	GRAD
BS-Mathematics	MAJ		BS-MATH	A&S
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Aviation Management	MIN		BS-MATH	A&S
BSED-Comp Soc Studies Ed	MAJ		BSED-SSCI	EHD

Minor History	MIN		BSED-SSCI	EHD
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
CERT-Learning Analytics	MAJ		CERT-LNA	GRAD
Chemical Engineering	MAJ		PHD-CHE	GRAD
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
Commercial Aviation	MAJ	TRK-FXWING	BSA-ASO	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
Mechanical Engineering	MAJ		MS-ME	GRAD
BA-Communication	MAJ		BA-COMM2	A&S
BS-Geography	MAJ	EMP-HUMENV	BS-GEOG	A&S
Environmental Studies	MAJ	OPT-BSEST	BS-GEOG	A&S
Minor-Sustainability Studies	MIN		BS-GEOG	A&S
BA-Communication	MAJ		BA-COMM2	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BSSW-Social Work	MAJ		BSSW-SWK	NUR
Minor Sociology	MIN		BSSW-SWK	NUR
BSN-Nursing	MAJ		BSN-NURS	NUR
BSFWB-Fisheries & Wildlife Bio	MAJ		BSFWB-FWB	A&S
Minor Geospatial Technologies	MIN		BSFWB-FWB	A&S
BA-Psychology	MAJ		BA-PSYC	A&S
Minor Substance Use/Addictions	MIN		BA-PSYC	A&S
BA-History	MAJ		BA-HIST	A&S
Minor Political Science	MIN		BA-HIST	A&S
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
EDD-Ed Practice and Leadership	MAJ	SPEC-SL2	EDD-T&L2	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Early Childhood Educ	MIN		BSED-ELM	EHD
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO2	JDO
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
BA-Global Studies	MAJ	OPT-2	BA-ITS	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Social Work	MAJ		MSW-SWK2	GRAD
BAPS-Political Science	MAJ		BA-POLS	BPA
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Communication	MIN		BA-POLS	BPA
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO2	JDO
EDD-Ed Practice and Leadership	MAJ	SPEC-GEN2	EDD-T&L2	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
BSN-Nursing	MAJ		BSN-NURS	NUR
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
Aviation	MAJ		MS-AVIT	GRAD
Biomedical Engineering	MAJ		MS-BME	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Petroleum Engineering	MAJ		MS-PTE2	GRAD
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
CERT-Forensic Psychology	MAJ		CERT-FRP	A&S
Social Work	MAJ		MSW-SWK	GRAD
Law	MAJ		JD-LAW	LAW
BA-Psychology	MAJ		BA-PSYC	A&S
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S

CERT-Forensic Psychology	MAJ		CERT-FRP	A&S
Data Science	MAJ		MS-DSC	GRAD
English	MAJ		PHD-ENGL	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-Sociology	MAJ		BA-SOC	A&S
Minor Philosophy	MIN		BA-SOC	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-German	MAJ		BA-GERM	A&S
CERT-German	MAJ		CERT-GRM	A&S
Minor Computer Science	MIN		BA-GERM	A&S
Minor Cyber Security	MIN		BA-GERM	A&S
Minor Electrical Engineering	MIN		BA-GERM	A&S
Minor Global Studies	MIN		BA-GERM	A&S
Minor Mathematics	MIN		BA-GERM	A&S
BAPS-Political Science	MAJ		BA-POLS	BPA
BS-Public Affairs	MAJ	TRK-PADMR	BS-PA	BPA
CERT-In Relations & Nat Sec	MAJ		CERT-IRN	BPA
CERT-Nonprofit Administration	MAJ		CERT-NPL	A&S
BA-Communication	MAJ		BA-COMM	A&S
CERT-Stra Comm, Ad, Pub Rel	MAJ		CERT-SCA	A&S
CERT-Social Med Strateg in Com	MAJ		CERT-SMC	A&S
Minor Economics	MIN		BA-COMM	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
Minor Nutrition	MIN		BSN-NURS	NUR
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
Minor Mathematics	MIN		BSME-ME	SEM
BBA-Management	MAJ		BBA-MGMT2	BPA
Minor Sports Business	MIN		BBA-MGMT2	BPA
Chemical Engineering	MAJ		PHD-CHE	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Leadership	MIN		BBA-INVEST	BPA
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
CERT-Diversity and Inclusion	MAJ		CERT-DIN	A&S
CERT-French	MAJ		CERT-FRC	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Special Education	MIN		BSED-ELM	EHD
BBA-Operations & Supply Chain	MAJ	TRK--ENT2B	BBA-OSC	BPA
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BBA-Management	MAJ		BBA-MGMT2	BPA
Minor Leadership	MIN		BBA-MGMT2	BPA
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
Minor Mathematics	MIN		BSME-ME	SEM
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO

Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BAE-Economics	MAJ		BA-ECON	BPA
Minor Coaching	MIN		BA-ECON	BPA
BSA-Aviation Studies	MAJ		BSA-ASM2	JDO
Minor Space Studies	MIN		BSA-ASM2	JDO
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-Classical Studies	MAJ		BA-CLAS	A&S
BAPS-Political Science	MAJ		BA-POLS	BPA
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
BA-Psychology	MAJ		BA-PSYC	A&S
Minor Coaching	MIN		BA-PSYC	A&S
BGS-General Studies	MAJ		BGS-GS	A&S
Minor Ethics	MIN		BGS-GS	A&S
Minor Philosophy	MIN		BGS-GS	A&S
Minor Sociology	MIN		BGS-GS	A&S
Clinical Psychology	MAJ		PHD-CLPSYC	GRAD
BA-Communication	MAJ		BA-COMM2	A&S
BBA-Operations & Supply Chain	MAJ		BBA-OSC	BPA
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
BGS-General Studies	MAJ		BGS-GS	A&S
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BBA-Marketing	MAJ		BBA-MRKT	BPA
Management	MAJ		BBA-MRKT	BPA
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
Teaching and Leadership	MAJ	SPEC-PRIN2	MS-CIN2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BBA Finance	MAJ		BBA-INVEST	BPA
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
Commercial Aviation	MAJ	TRK-FXWING	BSA-ASO	JDO
BSA-Unmanned Aircraft Sys Oper	MAJ		BSA-UAS	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Information Systems	MAJ		BBA-ISYS	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ	TRK-LRUAS2	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Kinesiology	MAJ	TRK-ACKIN2	MS-KIN2	GRAD
Special Education	MAJ		MED-SED2	GRAD
BA-Psychology	MAJ		BA-PSYC2	A&S
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CS2	SEM
Minor Cyber Security	MIN		BSCSCI-CS2	SEM
Minor Mathematics	MIN		BSCSCI-CS2	SEM
BBA-Aviation Management	MAJ		BBA-AVM	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Operations & Supply Chain Mgmt	MAJ		BBA-AVM	BPA
Earth System Science & Policy	MAJ		MS-ESSP	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Information Systems	MIN		BBA-INVEST	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BACC-Accountancy	MAJ		BACC-ACCT	BPA

EDD-Ed Practice and Leadership	MAJ	SPEC-TE2	EDD-T&L2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Aviation Management	MAJ		BBA-AVM	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Mathematics	MIN		BSA-CMA	JDO
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
Minor Psychology	MIN		BSN-NURS	NUR
Special Education	MAJ	SPEC-ED2	MED-SED2	GRAD
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ	TRK-LRUAS2	BSA-CMA	JDO
BGS-General Studies	MAJ		BGS-GS2	A&S
Petroleum Engineering	MAJ		MENGR-PTE	GRAD
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
Teaching and Leadership	MAJ	SPEC-PRIN2	MS-CIN2	GRAD
Social Work	MAJ		MSW-SWK2	GRAD
Business Administration	MAJ	CON-BADBA2	MBA-BADM2	GRAD
BSKIN-Kinesiology	MAJ	OPT-PEXSR2	BSPE-PEXS2	EHD
Minor Public Health	MIN		BSPE-PEXS2	EHD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Special Education	MIN		BSED-ELM	EHD
Indigenous Health	MAJ		PHD-IHT	GRAD
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Psychology	MAJ		MS-PSYC	GRAD
Law	MAJ		JD-LAW	LAW
Music Education	MAJ		PHD-MUE	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
Accountancy	MAJ	TRK-ACLACC	MACC-ACC	GRAD
BA-Communication	MAJ		BA-COMM2	A&S
Minor Psychology	MIN		BA-COMM2	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Business Administration	MAJ		MBA-BADM2	GRAD
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
BS-Biology	MAJ		BS-BIOL	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Communication	MIN		BBA-MRKT	BPA
BS-Health Studies	MAJ	OPT-HM	BS-IDS	A&S
Business Administration	MAJ		MBA-BADM2	GRAD
BS-Psychology	MAJ		BS-PSYC	A&S
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
CERT-Autistic Spectrum Disordr	MAJ		CERT-ASD2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BA-Psychology	MAJ		BA-PSYC	A&S
Minor Legal Studies	MIN		BA-PSYC	A&S
BA-Communication	MAJ		BA-COMM	A&S
BACC-Accountancy	MAJ		BACC-ACCT	BPA
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
CERT-Behavioral Health	MAJ		CERT-BHH2	A&S

Forensic Psychology	MAJ		MA-FSP2	GRAD
BA-Philosophy & Ethics	MAJ	CON-LAW	BA-PRP	A&S
BS-Psychology	MAJ		BS-PSYC	A&S
Minor Rehabilitation & Hum Srv	MIN		BS-PSYC	A&S
Elementary Education	MAJ		MED-ELEM2	GRAD
Forensic Psychology	MAJ		MA-FSP2	GRAD
Social Work	MAJ		MSW-SWK2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
Minor Cyber Security	MIN		BSCSCI-CSC	SEM
Electrical Engineering	MAJ		MS-EE2	GRAD
Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
EDD-Ed Practice and Leadership	MAJ	SPEC-TE2	EDD-T&L2	GRAD
BBA-Marketing	MAJ		BBA-MRKT2	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
Special Education	MAJ	SPEC-ED2	MS-SED2	GRAD
BA-Spanish	MAJ		BA-SPAN	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Special Education	MAJ	SPEC-GSP2	MS-SED2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
CERT-German	MAJ		CERT-GRM	A&S
Unmanned Aircraft Systems Oper	MAJ	TRK-LRUAS2	BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
Counseling	MAJ	EMP-COUCN3	MA-COUN3	GRAD
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CSC	SEM
Minor Cyber Security	MIN		BSCSCI-CSC	SEM
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Public Administration	MAJ		MPA-PADM2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
Chemical Engineering	MAJ		MS-CHE	GRAD
Mechanical Engineering	MAJ		MS-ME	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSCLS-Medical Lab Science	MAJ		BSCLS-CLS	SMHS
BA-Psychology	MAJ		BA-PSYC	A&S
CERT-Spanish	MAJ		CERT-SPS	A&S
BSPBH-Public Health Education	MAJ		BSPBH-PBH2	EHD
Minor Communication	MIN		BSPBH-PBH2	EHD
Forensic Psychology	MAJ		MA-FSP2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Information Systems	MIN		BBA-MRKT	BPA
BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Biology	MIN		BSA-ATC	JDO
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CS2	SEM
BS-Psychology	MAJ		BS-PSYC	A&S
Minor Communication	MIN		BS-PSYC	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation Studies	MAJ		BSA-CMA	JDO
Minor Space Studies	MIN		BSA-CMA	JDO
BBA Finance	MAJ		BBA-INVEST	BPA

BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Law	MAJ		JD-LAW	LAW
Geological Engineering	MAJ		PHD-GLE	GRAD
BS-Forensic Science	MAJ	OPT-CA	BS-FRS	A&S
Minor Biology	MIN		BS-FRS	A&S
BBA-Managerial Finance & Acct	MAJ		BBA-MFCA	BPA
Minor Accountancy	MIN		BBA-MFCA	BPA
Minor Leadership	MIN		BBA-MFCA	BPA
Geological Engineering	MAJ		MS-GLE	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
CERT-Reading Science	MAJ		CERT-GRSC2	GRAD
Reading Education	MAJ		MED-RDE2	GRAD
Social Work	MAJ		MSW-SWK	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BS-Data Science	MAJ		BS-DSC2	SEM
CERT-Reading Science	MAJ		CERT-GRSC2	GRAD
Reading Education	MAJ		MS-RDE2	GRAD
Accountancy	MAJ	TRK-ACLACC	MACC-ACC	GRAD
Accountancy	MAJ	CON-DATAN	MACC-ACC	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BACC-Accountancy	MAJ		BACC-ACCT	BPA
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Spanish	MIN		BACC-ACCT	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BS-Mathematics	MAJ		BS-MATH2	A&S
Minor Information Systems	MIN		BS-MATH2	A&S
Petroleum Engineering	MAJ		PHD-PTE	GRAD
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BBA Finance	MAJ		BBA-INVEST	BPA
BA-Psychology	MAJ		BA-PSYC	A&S
Minor Criminal Justice Studies	MIN		BA-PSYC	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
BS-Psychology	MAJ		BS-PSYC	A&S
Minor Dance	MIN		BS-PSYC	A&S
Accountancy	MAJ	TRK-ACLACC	MACC-ACC	GRAD
BSKIN-Kinesiology	MAJ	OPT-PEXAH	BSPE-PEXS	EHD
BSN-Nursing	MAJ		BSN-NURS	NUR
BS-Psychology	MAJ		BS-PSYC	A&S
CERT-Classical Languages	MAJ		CERT-CLC	A&S
Minor Biology	MIN		BS-PSYC	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
Minor Psychology	MIN		BGS-GS2	A&S
Chemistry	MAJ		MS-CHEM	GRAD
Mechanical Engineering	MAJ		MS-ME	GRAD
Medical Laboratory Science	MAJ		MS-CLS2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO

Environmental Engr	MAJ		MS-IES	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
Energy Engineering	MAJ		PHD-ENE2	GRAD
Energy Engineering	MAJ		MS-SEN	GRAD
BA-Communication	MAJ		BA-COMM2	A&S
BSKIN-Kinesiology	MAJ	OPT-PEXSRA	BSPE-PEXS	EHD
Minor Sociology	MIN		BSPE-PEXS	EHD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Norwegian	MIN		BSA-CMA	JDO
Forensic Psychology	MAJ		MA-FSP2	GRAD
Mechanical Engineering	MAJ		MS-ME	GRAD
BSKIN-Kinesiology	MAJ	OPT-PEXSRA	BSPE-PEXS	EHD
Minor Coaching	MIN		BSPE-PEXS	EHD
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
Minor Psychology	MIN		BSCJS-CJS	A&S
BFA-Musical Theatre	MAJ		BFA-MUT	A&S
Minor Dance	MIN		BFA-MUT	A&S
CERT-Medical Laboratory Sci	MAJ	TRK-PSTBA	CERT-CLS	SMHS
Chemical Engineering	MAJ		PHD-CHE2	GRAD
Petroleum Engineering	MAJ		MENGR-PTE2	GRAD
BS-Psychology	MAJ		BS-PSYC	A&S
Minor Nutrition	MIN		BS-PSYC	A&S
Social Work	MAJ		MSW-SWK2	GRAD
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSN-Nursing	MAJ		BSN-NURS	NUR
BGS-General Studies	MAJ		BGS-GS	A&S
Minor Psychology	MIN		BGS-GS	A&S
Minor Special Education	MIN		BGS-GS	A&S
BSCE-Civil Engineering	MAJ	OPT-DEDP2	BSCE-CE2	SEM
BACC-Accountancy	MAJ		BACC-ACCT	BPA
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Leadership	MIN		BBA-INVEST	BPA
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
Aviation Safety and Operations	MAJ		BSA-ASM2	JDO
Special Education	MAJ	SPEC-SES2	MED-SED2	GRAD
BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
BSKIN-Kinesiology	MAJ	OPT-PEXSRA	BSPE-PEXS	EHD
Minor Coaching	MIN		BSPE-PEXS	EHD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Psychology	MIN		BSED-ELM	EHD
Earth System Science & Policy	MAJ		MS-ESSP	GRAD
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Music	MIN		BS-BIOLPH	A&S
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
BSATSC-Atmospheric Sciences	MAJ		BSATSC-ATS	JDO
Aviation Safety and Operations	MAJ		BSA-ASM2	JDO
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S

BS-Forensic Science	MAJ		BS-FRS	A&S
Minor Sociology	MIN		BS-FRS	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Graphic Design	MIN		BBA-MRKT	BPA
Educational Foundations & Rese	MAJ		PHD-EFR	GRAD
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
BGS-General Studies	MAJ	SPEC-HSCI	BGS-GS	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ	TRK-LRUAS2	BSA-CMA	JDO
BBA-Aviation Management	MAJ		BBA-AVM	BPA
CERT-Special Education	MAJ		CERT-SPEC2	GRAD
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Minor Leadership	MIN		BSA-CMA	JDO
BACC-Accountancy	MAJ		BACC-ACCT	BPA
Minor Psychology	MIN		BACC-ACCT	BPA
Electrical Engineering	MAJ		MS-EE	GRAD
BA-Psychology	MAJ		BA-PSYC	A&S
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
BSN-Nursing	MAJ		BSN-NURS	NUR
Computer Science	MAJ		MS-CSCI	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BACC-Accountancy	MAJ		BACC-ACCT	BPA
BSCHE-Chemical Engineering	MAJ		BSCHE-CHE2	SEM
Energy Engineering	MAJ		PHD-ENE	GRAD
BA-Psychology	MAJ		BA-PSYC2	A&S
BBA-Entrepreneurship	MAJ		BBA-ENTR	BPA
Public Health	MAJ	OPT-RHMP2	MPH-PH2	GRAD
BA-Psychology	MAJ		BA-PSYC2	A&S
BS-Mathematics	MAJ		BS-MATH2	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ	TRK-S-UAS2	BSA-CMA	JDO
BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
BA-Spanish	MAJ		BA-SPAN	A&S
CERT-Spanish	MAJ		CERT-SPS	A&S
Special Education	MAJ	SPEC-LD2	MED-SED2	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
Electrical Engineering	MAJ		MS-EE	GRAD
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
Minor Military Science	MIN		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Spanish	MIN		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Unmanned Aircraft Systems Oper	MAJ		BSA-CMA	JDO
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BA-Psychology	MAJ		BA-PSYC2	A&S
Special Education	MAJ	SPEC-SES2	MS-SED2	GRAD
Forensic Psychology	MAJ		MA-FSP2	GRAD
BBA-Aviation Management	MAJ		BBA-AVM	BPA
BSSW-Social Work	MAJ		BSSW-SWK2	NUR

Biomedical Sciences	MAJ		PHD-BMS	GRAD
Educational Foundations & Rese	MAJ		PHD-EFR	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
Special Education	MAJ	SPEC-IB2	MS-SED2	GRAD
BS-Psychology	MAJ		BS-PSYC	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-Psychology	MAJ		BA-PSYC2	A&S
BBA Finance	MAJ		BBA-INVES2	BPA
BSKIN-Kinesiology	MAJ	OPT-PEXAH2	BSPE-PEXS2	EHD
BSCLS-Medical Lab Science	MAJ		BSCLS-CLS	SMHS
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Professional Sales	MIN		BBA-MRKT	BPA
Minor Psychology	MIN		BBA-MRKT	BPA
Space Studies	MAJ		MS-SPST2	GRAD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
Minor Atmospheric Sciences	MIN		BSA-ASM2	JDO
BA-Psychology	MAJ		BA-PSYC2	A&S
BGS-General Studies	MAJ		BGS-GS2	A&S
Social Work	MAJ		MSW-SWK2	GRAD
Atmospheric Sciences	MAJ		MS-ATS	GRAD
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
Minor Sociology	MIN		BSCJS-CJS	A&S
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Literacy Education	MIN		BSED-ELM	EHD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
Minor Sociology	MIN		BSCJS-CJS	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
Atmospheric Sciences	MAJ		MS-ATS	GRAD
Counseling	MAJ	EMP-COUSN3	MA-COUN3	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
Minor Psychology	MIN		BSN-NURS	NUR
BSA-Air Traffic Management	MAJ	SPEC-SAFET	BSA-ATC	JDO
Forensic Psychology	MAJ		MA-FSP2	GRAD
BS-Psychology	MAJ		BS-PSYC	A&S
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
Minor Psychology	MIN		BSED-ELM2	EHD
BS-Health Studies	MAJ		BS-IDS	A&S
Educational Foundations & Rese	MAJ		PHD-EFR	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BA-English	MAJ		BA-ENGL	A&S
CERT-Classical Languages	MAJ		CERT-CLC	A&S
CERT-Writing, Editing, Publish	MAJ		CERT-WRE	A&S
Minor Music	MIN		BA-ENGL	A&S
Minor Political Science	MIN		BA-ENGL	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
Minor Nutrition	MIN		BS-BIOLPH	A&S

Minor Psychology	MIN		BS-BIOLPH	A&S
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
Minor Special Education	MIN		BSED-ELM2	EHD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
BGS-General Studies	MAJ		BGS-GS2	A&S
Minor Computer Science	MIN		BGS-GS2	A&S
Minor Mathematics	MIN		BGS-GS2	A&S
Business Administration	MAJ		MBA-BADM2	GRAD
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-S-UAS	BSA-UAS	JDO
Air Traffic Management	MAJ		BSA-UAS	JDO
Educational Studies	MAJ		MS-EGS2	GRAD
BBA Finance	MAJ		BBA-INVES2	BPA
Marketing	MAJ		BBA-INVES2	BPA
Psychology	MAJ		MS-PSYC	GRAD
BBA-Marketing	MAJ		BBA-MRKT2	BPA
Minor Communication	MIN		BBA-MRKT2	BPA
Social Work	MAJ		MSW-SWK	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Leadership	MIN		BSA-CMA	JDO
Minor Unmanned Aircraft System	MIN		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
Business Administration	MAJ		MBA-BADM2	GRAD
Space Studies	MAJ		MS-SPST2	GRAD
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS2	A&S
Minor Sociology	MIN		BSCJS-CJS2	A&S
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
CERT-College Teaching	MAJ		CERT-COT2	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BBA-Human Resource Management	MAJ		BBA-HRM	BPA
Minor Leadership	MIN		BBA-HRM	BPA
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BBA-Management	MAJ		BBA-MGMT	BPA
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
BSME-Mechanical Engineering	MAJ		BSME-ME	SEM
Minor Computer Science	MIN		BSME-ME	SEM
Forensic Psychology	MAJ		MA-FSP2	GRAD
Social Work	MAJ		MSW-SWK	GRAD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BA-Social Science	MAJ		BA-SSC2	A&S
Minor Psychology	MIN		BA-SSC2	A&S
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Minor American Indian Studies	MIN		BSSW-SWK2	NUR
CERT-Applied Behavior Analys	MAJ		CERT-ABA2	GRAD
BBA-Aviation Management	MAJ		BBA-AVM	BPA
Forensic Psychology	MAJ		MA-FSP2	GRAD
Kinesiology	MAJ		MS-KIN2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA

Minor Coaching	MIN		BBA-MRKT	BPA
BSED-Elementary Education	MAJ		BSED-ELM2	EHD
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
Teaching and Leadership	MAJ	SPEC-PRIN2	MS-CIN2	GRAD
BGS-General Studies	MAJ		BGS-GS2	A&S
Minor Computer Science	MIN		ND-MNCSCI	NONDG
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
Aviation Safety and Operations	MAJ		BSA-CMA	JDO
CERT-College Teaching	MAJ		CERT-COT2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
Atmospheric Sciences	MAJ		PHD-ATMSCI	GRAD
BSSW-Social Work	MAJ		BSSW-SWK2	NUR
Minor Psychology	MIN		BSSW-SWK2	NUR
BSA-Unmanned Aircraft Sys Oper	MAJ	SPEC-SAFET	BSA-UAS	JDO
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-HELIML	BSA-UAS	JDO
BSCHE-Chemical Engineering	MAJ		BSCHE-CHE	SEM
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Special Education	MIN		BSED-ELM	EHD
BBA-Management	MAJ		BBA-MGMT2	BPA
Minor Biology	MIN		BBA-MGMT2	BPA
CERT-Reading Science	MAJ		CERT-GRSC2	GRAD
Reading Education	MAJ		MED-RDE2	GRAD
Social Work	MAJ		MSW-SWK	GRAD
BA-French	MAJ		BA-FREN	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
Minor Political Science	MIN		BSA-CMA	JDO
BBA-Airport Management	MAJ	SPEC-BAAPM	BBA-APM	BPA
BAPS-Political Science	MAJ		BA-POLS	BPA
Minor History	MIN		BA-POLS	BPA
Social Work	MAJ		MSW-SWK2	GRAD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
Business Administration	MAJ		MBA-BADM2	GRAD
Business Administration	MAJ		MBA-BADM2	GRAD
BSSW-Social Work	MAJ		BSSW-SWK	NUR
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSA-Aviation Studies	MAJ	SPEC-SAFE2	BSA-ASM2	JDO
BAPS-Political Science	MAJ		BA-POLS	BPA
Minor Economics	MIN		BA-POLS	BPA
CERT-Mastery Learning	MAJ		CERT-MLC2	GRAD
EDD-Ed Practice and Leadership	MAJ	SPEC-SL2	EDD-T&L2	GRAD
CERT-Instructional Coaching	MAJ		CERT-INC2	GRAD
Teaching and Leadership	MAJ	SPEC-INCO2	MS-CIN2	GRAD
Aerospace Sciences	MAJ		PHD-ASC	GRAD
Biomedical Engineering	MAJ		PHD-BME	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Mathematics	MAJ		MS-MATH	GRAD
Chemistry	MAJ		PHD-CHEM	GRAD

Chemistry	MAJ		PHD-CHEM	GRAD
Social Work	MAJ		MSW-SWK2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Sports Business	MIN		BBA-MRKT	BPA
BSA-Aviation Studies	MAJ	SPEC-BAAS2	BSA-ASM2	JDO
Energy Engineering	MAJ		PHD-ENE	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
Marketing	MAJ		BBA-INVEST	BPA
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
Electrical Engineering	MAJ		MS-EE2	GRAD
Indigenous Health	MAJ		PHD-IHT2	GRAD
CERT-College Teaching	MAJ		CERT-COT2	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Geography	MIN		BSED-ELM	EHD
CERT-Histotechnician	MAJ		CERT-HIT2	SMHS
Forensic Psychology	MAJ		MA-FSP2	GRAD
BBA-Entrepreneurship	MAJ		BBA-ENTR	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
Social Work	MAJ		MSW-SWK	GRAD
CERT-Learning Analytics	MAJ		CERT-LNA2	GRAD
BBA Finance	MAJ		BBA-INVEST	BPA
Minor Sports Business	MIN		BBA-INVEST	BPA
BSA-Flight Education	MAJ		BSA-FLE	JDO
Minor Spanish	MIN		BSA-FLE	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Spanish	MIN		BSA-CMA	JDO
BBA-Management	MAJ		BBA-MGMT	BPA
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
Chemical Engineering	MAJ		MS-CHE	GRAD
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSCSCI-Comp Sci-Colg of Engr	MAJ		BSCSCI-CS2	SEM
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
CERT-Medical Laboratory Sci	MAJ	TRK-PSTBA	CERT-CLS	SMHS
BS-Health Studies	MAJ		BS-IDS	A&S
Minor Biology	MIN		BS-IDS	A&S
Minor Psychology	MIN		BS-IDS	A&S
BA-Communication	MAJ		BA-COMM	A&S
CERT-Dig Prod for Media Indust	MAJ		CERT-DPM	A&S
CERT-Sports Communication	MAJ		CERT-SCO	A&S
Minor Sports Business	MIN		BA-COMM	A&S
BS-Psychology	MAJ		BS-PSYC	A&S
BSA-Unmanned Aircraft Sys Oper	MAJ	TRK-HELIML	BSA-UAS	JDO
BSA-Unmanned Aircraft Sys Oper	MAJ	SPEC-BAUAS	BSA-UAS	JDO
Commercial Aviation	MAJ	TRK-HELICO	BSA-UAS	JDO
Commercial Aviation	MAJ	SPEC-SAFET	BSA-UAS	JDO
Minor Military Science	MIN		BSA-UAS	JDO
BS-Psychology	MAJ		BS-PSYC	A&S
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
Minor Sociology	MIN		BS-PSYC	A&S
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO

BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
CERT-Reading Science	MAJ		CERT-GRSC2	GRAD
Reading Education	MAJ		MED-RDE2	GRAD
Chemistry	MAJ		MS-CHEM	GRAD
Space Studies	MAJ		MS-SPST2	GRAD
BSN-Nursing	MAJ		BSN-NURS	NUR
BSEE-Electrical Engineering	MAJ		BSEE-EE2	SEM
Counseling	MAJ	EMP-COUCN3	MA-COUN3	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BAE-Economics	MAJ		BA-ECON	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
CERT-College Teaching	MAJ		CERT-COT	GRAD
Business Administration	MAJ		MBA-BADM2	GRAD
Forensic Psychology	MAJ		MA-FSP2	GRAD
BSA-Commercial Aviation	MAJ	TRK-FXWING	BSA-CMA	JDO
BA-Psychology	MAJ		BA-PSYC2	A&S
Minor Communication	MIN		BA-PSYC2	A&S
BA-Spanish	MAJ		BA-SPAN	A&S
BSA-Commercial Aviation	MAJ	SPEC-BACMA	BSA-CMA	JDO
CERT-Spanish	MAJ		CERT-SPS	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Space Studies	MIN		BSA-CMA	JDO
CERT-College Teaching	MAJ		CERT-COT2	GRAD
EDD-Ed Practice and Leadership	MAJ	SPEC-GEN2	EDD-T&L2	GRAD
Biomedical Engineering	MAJ		MS-BME2	GRAD
BSED-Comp Soc Studies Ed	MAJ		BSED-SSCI	EHD
Minor Middle Level Education	MIN		BSED-SSCI	EHD
Accountancy	MAJ	TRK-ACTFU2	MACC-ACC2	GRAD
BSCE-Civil Engineering	MAJ		BSCE-CE2	SEM
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
Minor Psychology	MIN		BSCJS-CJS	A&S
CERT-Autistic Spectrum Disordr	MAJ		CERT-ASD2	GRAD
Special Education	MAJ	TRK-ACLSE2	MED-SED2	GRAD
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Professional Sales	MIN		BBA-MRKT	BPA
BA-Communication	MAJ		BA-COMM	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Leadership	MIN		BBA-MRKT	BPA
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
BS-Environmental Studies	MAJ		BS-EST	A&S
Minor Geology	MIN		BS-EST	A&S
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Forensic Psychology	MAJ		MA-FSP2	GRAD
BACC-Accountancy	MAJ		BACC-ACCT	BPA
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Spanish	MIN		BACC-ACCT	BPA
Medical Laboratory Science	MAJ		MS-CLS2	GRAD
Counseling	MAJ	EMP-COUCN3	MA-COUN3	GRAD

Public Administration	MAJ		MPA-PADM2	GRAD
CERT-Policy Analysis	MAJ		CERT-PLYA2	GRAD
Business Administration	MAJ		MBA-BADM2	GRAD
BAPS-Political Science	MAJ		BA-POLS	BPA
BA-Spanish	MAJ		BA-SPAN	A&S
Minor Global Studies	MIN		BA-POLS	BPA
BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
CERT-Behavioral Health	MAJ		CERT-BHH	A&S
CERT-Spanish	MAJ		CERT-SPS	A&S
Minor Psychology	MIN		BS-BIOLPH	A&S
Minor Spanish	MIN		BS-BIOLPH	A&S
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Leadership	MIN		BBA-MRKT	BPA
BBA-Marketing	MAJ		BBA-MRKT2	BPA
BSN-Nursing	MAJ		BSN-NURS	NUR
BSN-Nursing	MAJ		BSN-NURS	NUR
Minor-Entrepreneurship	MIN		BSN-NURS	NUR
BBA-Business Economics	MAJ		BBA-BSE2	BPA
Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
Applied Econ & Pred Analy	MAJ		MS-AEC2	GRAD
BSCJS-Criminal Justice Studies	MAJ		BSCJS-CJS	A&S
CERT-Forensic Psychology	MAJ		CERT-FRP2	A&S
Minor Psychology	MIN		BSCJS-CJS	A&S
Minor Sociology	MIN		BSCJS-CJS	A&S
EDD-Ed Practice and Leadership	MAJ	SPEC-HE2	EDD-T&L2	GRAD
Social Work	MAJ		MSW-SWK2	GRAD
BAPS-Political Science	MAJ		BA-POLS	BPA
BS-Public Affairs	MAJ	TRK-PADMR	BS-PA	BPA
BSCLS-Medical Lab Science	MAJ		BSCLS-CLS	SMHS
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Minor Atmospheric Sciences	MIN		BSA-CMA	JDO
BBA-Marketing	MAJ		BBA-MRKT	BPA
Minor Leadership	MIN		BBA-MRKT	BPA
Minor Professional Sales	MIN		BBA-MRKT	BPA
BA-Psychology	MAJ		BA-PSYC	A&S
BSA-Aviation Safety & Operatio	MAJ		BSA-ASO	JDO
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Middle Level Education	MIN		BSED-ELM	EHD
Atmospheric Sciences	MAJ		MS-ATS	GRAD
BSED-Elementary Education	MAJ		BSED-ELM	EHD
Minor Special Education	MIN		BSED-ELM	EHD
BA-Communication	MAJ		BA-COMM2	A&S
Chemistry	MAJ		PHD-CHEM	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
Aviation	MAJ		MS-AVIT2	GRAD
Business Administration	MAJ		MBA-BADM2	GRAD
Aerospace Sciences	MAJ		PHD-ASC2	GRAD
Space Studies	MAJ		MS-SPST2	GRAD
BSA-Commercial Aviation	MAJ		BSA-CMA	JDO
BSA-Commercial Aviation	MAJ	SPEC-SAFET	BSA-CMA	JDO
Applied Econ & Pred Analytics	MAJ		MS-AEC	GRAD
Counseling	MAJ	EMP-COUN3	MA-COUN3	GRAD

BA-Spanish	MAJ	BA-SPAN	A&S
BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
CERT-Spanish	MAJ	CERT-SPS	A&S
BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
Petroleum Engineering	MAJ	PHD-PTE	GRAD
BSSW-Social Work	MAJ	BSSW-SWK2	NUR
Minor Psychology	MIN	BSSW-SWK2	NUR
Minor Women & Gender Studies	MIN	BSSW-SWK2	NUR

1. V. 5. Post-Tenure Review

A. General

As required by SBHE Policy 605.1, each tenured faculty member shall undergo a post-tenure review (PTR) within three years after receiving tenure, and every five years or more frequently thereafter. The first PTR will assess the faculty member's progress since the award of tenure, and subsequent PTR shall assess the performance since the most recent PTR. After a successful promotion to full professor, the PTR cycle resets, and the next PTR will occur at least five years or more frequently thereafter.

PTR does not change the University's dedication to academic freedom nor alter the conditions under which tenured faculty may be dismissed.

Unlike annual evaluations that typically focus on a single year, PTR cumulatively evaluates faculty productivity based on the percentage efforts in research, scholarly and/or creative activity; teaching; and service in annual faculty contracts. Tenured faculty who hold administrative positions shall be reviewed according to department procedures and criteria for annual evaluations based on their percentage efforts in annual contracts.

B. Department Guidelines

Each department shall develop PTR guidelines stating the criteria and procedures the department will use to conduct PTR. In years in which a faculty member will have a PTR, department guidelines can determine if this review is done simultaneously with the faculty member's annual evaluation, or if it is done independently.

C. Extensions to the Post-Tenure Review Cycle

Extensions to the PTR cycle may be granted in extraordinary exceptional and extenuating circumstances identified in University policy or pursuant to applicable law that may include parental leave, appropriate accommodation for faculty with disabilities, or other extraordinary circumstances, such as family emergency or extended illness.

The purpose of a PTR extension is to provide additional time to meet the standards expected for post-tenure review because of exceptional and extenuating circumstances that substantially impeded the faculty member's progress during the review period.

Such exceptions must be approved in writing by the Provost or VPHA, as appropriate. The Equal Opportunity and Title IX Office must be consulted on extensions arising from pregnancy or pregnancy-related conditions. Human Resources must be consulted on extensions arising from a disability. The procedures outlined in the Faculty Handbook Section I.V.3.C Extending the Tenure Clock shall be used to request an extension to the post-tenure review cycle.

D. Process for Post-Tenure Review

1. Department

The faculty member must supply all necessary dossier materials and supporting information in the format required by the deadlines published by their home department, office of the Dean, and office of the Provost or, for the SMHS, the VPHA. Dossier materials shall include, at a minimum, an updated curriculum vita, all annual evaluations from the period being evaluated, and up to a three-page narrative providing context for and detailing accomplishments during the period under review.

The Chair of the faculty member's home department will complete an evaluation, including written rationale for whether the faculty member is meeting expectations in teaching, research and scholarly and/or creative activity, and service. If required by department guidelines, the Chair must seek the advice of a departmental committee in completing the evaluation.

2. College/School

After a department has completed a PTR, the Dean will complete an evaluation, including written rationale for whether the faculty member is meeting expectations in teaching, research and service. If required by the College/School guidelines, the Dean must seek the advice of a College/School committee in completing the evaluation. Colleges, at their discretion, may include a review by a college committee.

E. Performance Improvement Plans

Upon completion of the PTR, if the faculty member does not meet specific performance expectations – whether overall or in a particular area – the Department Chair, in collaboration with the Dean and faculty member, shall establish a performance improvement plan (PIP) that includes clearly articulated and understood goals that are specific, measurable, achievable, relevant, and time bound, in accordance with University guidance and regulations regarding performance improvement plans. The performance improvement plan shall then inform the expectations articulated in the faculty member's subsequent contract, annual evaluation, and PTR.

If the faculty member does not agree with the performance improvement plan, the faculty member has the right to provide a written response that will be attached to the PIP. A response to a PIP does not invalidate the terms of the PIP.

F. Grievance

If the faculty member believes that the outcome of a PTR or the establishment of a PIP violates a specific SBHE or University policy, procedure, or practice, the faculty member may file a faculty grievance according to SBHE Policy 612 and section II.II of the Faculty Handbook.

G. Reporting

Each dean shall send a report to the Office of the Provost and VPAA or VPHA, for review and approval, by March 31 of each year indicating the faculty who completed a PTR and the outcome of each review, including copies of performance improvement plans, if applicable.

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Related Policies:

SBHE Policy 605.1

SBHE Policy 612

UND Faculty Handbook Section I.VI, Academic Freedom

UND Faculty Handbook Section I.IV.4.E, Administrative Leadership

UND Faculty Handbook Section I.V.3.C, Extending the Tenure Clock

UND Faculty Handbook Section I.V.2.C, Performance Improvement Plans

UND Faculty Handbook Section II.II, Faculty Grievances

Ad-hoc Committee on Post-Tenure Review Committee Final Report

11/26/2024

The committee was established by the Senate Executive Committee (SEC) in July. Tenured faculty, representing all colleges at UND were either self-nominated, nominated by deans or members of the SEC.

Membership

Sarah Robinson and Alena Kubatova	Co-chairs representing SEC
Joelle Ruthig and Diane Darland	College of Arts and Sciences
Bret Weber	College of Nursing and Professional Disciplines
Diana D'Amico Pawlewicz	College of Education and Human Development
Jeff VanLooy	John D. Odegard School of Aerospace Sciences
Yun Ji	College of Engineering and Mines
Duane Helleloid	Nistler College
Brad Myers	School of Law
Ken Ruit	School of Medicine and Health Sciences
Randi Tanglen	VP for Faculty Affairs, ex officio, non-voting
Heather Wages	Director of Policy and Administration, ex officio, non-voting

The committee met bi-weekly throughout the fall semester. Following the SEC's charge, the committee:

1. Established a timeline to meet the State Board of Higher Education (SBHE) March deadline
2. Reviewed the Post-Tenure Review (PTR) policies of peer institutions
 - a. Discussed key elements to include in the policy (materials required for evaluation, levels of approval, frequency of evaluation, etc.)
 - b. Considered alignment with NDSU's policy
3. Developed a survey to gather faculty input
 - a. The survey was sent via email to all tenure or tenure-track faculty at UND. The survey had questions about the key elements discussed and included statements that reflected the committee's consensus.
 - b. A total of 179 responses were received
 - i. Faculty support was generally consistent with the committee discussions

- ii. In the comments section of the survey, concerns related to the purpose of PTR emerged including academic freedom and tenure protections, the repetitious nature of annual evaluation/PRT, phased implementation of PTR, and concern about tenured administrators not being subject to review
4. Considered faculty feedback and further discussed points of concern prior to drafting a policy
 - a. the purpose of PTR in context of annual review and relation to SBHE policies
 - b. increased effort required of faculty engaged in PTR committees (3-year cycle = 135 faculty/yr, 5-year cycle = 81 faculty/yr)
 - c. policy and procedures related to personal improvement plans
5. Developed a purpose statement to communicate with faculty
6. Drafted and reviewed PTR policy
7. Converted PTR policy to handbook language
8. Developed a plan to seek administrative feedback and faculty feedback
 - a. SEC - November 21, 2024
 - b. Dean's Council – December 4, 2024
 - c. University Senate – December 5, 2024

The committee also recommends:

1. Continued consultation as procedures are developed by the VPAA's office
2. Creation of a Faculty Affairs Committee to serve under the University Senate

Rationale and Intent of Post-tenure Review

A process of self-reflection and review can, and should be, a part of any position where performance and accountability are assessed as part of the promotion and merit-based assessment process. With the granting of tenure and its accompanying intellectual freedoms comes the ongoing responsibility for faculty to maintain productivity and to contribute to the missions of the higher education system within which that tenure has been granted. Sustaining a balance of faculty productivity, accountability, and reward is the responsible path to take in order to maintain trust within the university community and between the university and the public stakeholders which it serves. In support of this process, annual reviews offer insight into faculty efforts in Research/Scholarly/Creative Activity, Teaching, and Service. Annual reviews provide a platform for rigorous and responsible assessment of faculty performance, including opportunities to recognize achievement, contribution, and impact that are often tied to the merit process.

Post-tenure Review moves beyond the one-year window of the annual review to incorporate effort across 3 or 5 years, providing an opportunity for faculty activities and performance to be assessed with a broader scope than the annual Review process permits. While Post-tenure Review will occur in conjunction with the annual review and will generally take a form similar to the approaches used for the Annual Review, the time frame offers a more holistic view of faculty efforts in the three-part academic model framed in faculty contracts. Decisions regarding criteria for success and metrics linked to expectations for Research/Scholarly/Creative Activity, Teaching, and Service will remain in the hands of the individual departments/units within the context of their College and the University, as a whole. *To be clear, Post-tenure Review is not a re-evaluation of tenure or promotion status, but it is an avenue for faculty development.*

Post-tenure Review is most effective when focused on three primary areas: recognizing faculty effort and achievements, incorporating mentoring and professional development opportunities, and individualizing efforts to support and sustain faculty success in the three-part academic model. In order to achieve a culture of empowered, engaged, responsible, and productive faculty, it is important to align expectations at all levels from the individual departments/units to the State Board of Higher Education. The University invests considerable resources into its faculty, who conversely, invest in the institution and its students and staff, the community, and their professions. Clear communication at all levels regarding the process of Post-tenure Review and its role in faculty development and success are crucial for this to be an egalitarian and meaningful effort without constituting an egregious drain on that most precious faculty and staff resource, “time”. Most individuals can agree that the level of scrutiny linked to the annual review or Post-tenure Review process can be uncomfortable. However, this is an important opportunity for individual faculty to reflect on their professional strengths and challenge areas and to work toward continued professional development as they progress in their careers.

**Senate Executive Committee (SEC) Proposal
for the development of a standing University Senate committee titled:**

Faculty Affairs Committee

Preamble

The Senate Executive Committee (SEC) proposes the establishment of a Faculty Affairs Committee. During the 2023-2024 academic year, SEC requested all Senate Committees to review their charters, membership, and activities to assess alignment with current institutional needs and priorities. This review identified a gap in the Senate committee structure (reference to the University Senate minutes/filed report). Specifically, faculty affairs, such as policies and practices on appointment, promotion, tenure (APT) and faculty success, were only partially addressed by the existing committees. There was no single cohesive advisory body within the shared governance structure dedicated to these issues.

Additionally, during the same year, the North Dakota State Board of Higher Education initiated an ad hoc committee to review tenure policies and practices across all North Dakota colleges and universities. This led to a state requirement for institutions, including the University of North Dakota (UND), to establish post-tenure review policies. In response, SEC created an Ad Hoc Committee on Review of Tenure and Post-Tenure Policies and Procedures at UND (reference to the University Senate minutes/filed report).

Nationally, faculty affairs, including academic freedom in teaching and research and the role of faculty in shared governance, have become increasingly contested and politicized.

To address these institutional, state, and national developments, SEC proposes the establishment of a standing Faculty Affairs Committee. This committee will help the Senate to move away from the ad hoc basis of faculty participation in the review of faculty affairs and provide a dedicated forum for systematically addressing faculty concerns, regularly reviewing faculty affairs policies, enhancing the faculty's role in shared governance, and advising on best practices to support faculty development and success at the University of North Dakota.

I. Purpose

The Faculty Affairs Committee will collaborate with the VPAA Office, Deans, and Academic Administrators and participate in regular reviews of policies and procedures that ensure a sustainable workload for all faculty, promotion and tenure processes, faculty development, and institutional support of faculty excellence in teaching, research, and service.

II. Membership and Term

The Faculty Affairs Committee will be composed of faculty representatives across all colleges, including at least one faculty from the tenure-track/probationary rank and at least two faculty from the non-tenure track or special appointments. Additionally, the committee will include two ex-officio members and a graduate student with the teaching assistantship assignment. The composition is thus as follows:

Chair: Elected from among the committee members.

Faculty Representatives from Colleges/Term Three Years:

College of Arts and Sciences (2) (one representing Natural or Social Sciences and one representing Humanities and Fine Arts)
College of Nursing and Professional Disciplines (1)
College of Education and Human Development (1)
John D. Odegard School of Aerospace Sciences (1)
College of Engineering and Mines (1)

Nistler College of Business and Public Administration (1)
School of Law (1)
School of Medicine and Health Sciences (1)

Ex-Officio:

Vice Provost for Faculty Affairs or a designee, ex officio, non-voting/Term Concurrent with Office
Director of University Policy or a designee, ex-officio, non-voting/Term Concurrent with Office

Student Representative (optional)/Term One Year: One graduate or professional student representative with voting rights (if matters related to teaching responsibilities or assistantships are discussed).

III. Selection

Faculty representatives will be self-nominated or nominated by their respective academic units in February and elected by the University Senate in April, according to the annual Senate election cycle. A graduate student will be appointed by the School of Graduate Studies.

IV. Functions and Responsibilities

Acting on its own volition, upon the request of the Senate and/or others, the committee shall assume the following responsibilities:

- Advise the University Senate and University Leadership on the policies and practices related to faculty appointment, promotion, and tenure (APT).
- Advise the University Senate and University Leadership on the matters including but not limited to faculty working conditions, professional development, and institutional support of faculty success, including upholding academic freedom in teaching and research.
- Periodically review faculty APT policies and practices to ensure alignment with state policies, institutional needs, and best practices.
- Advise the University Senate and University Leadership on the systematic data-gathering and reporting mechanisms pertaining to faculty success, including the issues of faculty recruitment and retention.
- Serve as a platform for faculty to raise concerns related to the APT policies and practices, workload, and other institutional aspects of faculty success, and advise the University Senate and University Leadership on potential solutions.
- Collaborate with other committees and University Leadership on initiatives to enhance faculty experiences and promote a positive work environment.
- Meet at least four times per academic year, with additional meetings as necessary. The Chair will be responsible for setting the agenda and leading the meetings.

V. Reporting and Accountability to the Senate

The Faculty Affairs Committee will submit a written report to the University Senate at the end of each academic year (May Senate meeting), summarizing its activities, findings, and recommendations. The committee's effectiveness and structure will be reviewed annually by the Senate Executive Committee to ensure that the committee meets the needs of the faculty and aligns with the University Senate's goals.

Amendments to the University Senate Committee Manual

Upon approval of this proposal, the following amendment will be made to the University Senate Committee Manual:

The Faculty Affairs Committee shall be established as a standing committee of the University Senate, with the responsibilities, membership, and reporting duties outlined in this proposal above (I-V).

Implementation Timeline

Review by the Senate Executive Committee: [11/21/2024]

First Presentation to the Full Senate: [12/05/2024]

Revisions by the Senate Executive Committee: by [01/23/2025]

Approval by the Senate Executive Committee: [01/23/2025]

Second Presentation for the Vote by the Full Senate: [02/06/2025]

Election of Committee Members: [Spring Semester, 2025]

First Meeting of the Committee: [Fall Semester, 2025]