

**TO:** Members of the Senate  
**FROM:** Scott Correll, Secretary of the Senate  
**SUBJECT:** Senate Meeting on May 2, 2019  
**DATE:** April 24, 2019

The April meeting of the University Senate will be held on Thursday, May 2, 2019 from 3:30-5:00 p.m. in Room 113, Education.

### **CALL TO ORDER (Chair Todhunter)**

#### AGENDA

#### **SENATE CALENDAR:**

- 1) Announcements/Chair Opening Remarks:
  - a. Council of College Faculties Update (2 attachments)
  - b. Staff Senate Update
  - c. Student Government Update
  - d. Update: Jed Shivers, VPF&O
- 2) Establish Quorum (Secretary Correll)
- 3) Review and approval of April 4, 2019 USenate minutes (attachment)
- 4) Senate Executive Committee Report (Chair Todhunter)
  - a. IT support of faculty/staff mobile devices, Memorial Union basement
  - b. USenate web site migration/redevelopment
  - c. University Council Meeting, Tuesday, 7 May, 3:30-4:30 pm, MU Ballroom
- 5) Question period

#### **CONSENT CALENDAR:**

- 6) Annual Report, Senate Budget Committee (attachment)

#### **BUSINESS CALENDAR:**

- 7) Curriculum Committee, Request for Approval – April (attachment)
- 8) Essential Studies Committee, Validations, 2018-2019 (attachment)
- 9) Internal Policy Change Request, Essential Studies, Academic Core Advisors (attachment)
- 10) Foreign Language Placement Testing & Credit revision (2 attachments)
- 11) Faculty Handbook Section III revision (3 attachments)
- 12) Academic Success and Wellness Period policy proposal, APAC (2 attachments)
- 13) Approval of May 2019 Degree Candidates (attachment)
- 14) Essential Studies Policy Manual revision (attachment)
- 15) Code of Student Life revision (attachment)
- 16) Committee on Committees revised charge (attachment)



March 5, 2019

Dear Sen. Jessica Unruh and members of the Senate Energy and Natural Resources Committee,

**North Dakota University System faculty was asked to give feedback on HB1206. At its Council of College Faculties meeting on March 5, 2019, the Council (representing the North Dakota University System faculty) approved the following letter.**

Our concerns regarding HB1206 revolve around how allowing concealed carry guns will impact faculty, staff, students, and the overall environment of college campuses. These concerns, including the physical safety and psychological well-being of students, faculty, and staff, all point to the potential that allowing guns on campus will be detrimental to the NDUS mission statement: “The mission of the State Board of Higher Education and the Chancellor of the North Dakota University System is to unleash the potential of higher education in the state to enhance the quality of life, and the social and economic vitality of all served by its public colleges and universities.”<sup>1</sup> Therefore, we are opposed to HB1206.

The physical and psychological well-being of our campus communities is of utmost importance. Allowing guns on campus, even within the specific parameters of HB1206, threatens “the quality of life” as mentioned in the NDUS mission statement. According to a 2016 report by Daniel W. Webster of the Johns Hopkins Center for Gun Policy and Research, nearly 90% of mass shootings since 1966 have happened in areas where guns were not prohibited and where security officers or law enforcement were also armed.<sup>2</sup> When focusing specifically on college campuses, Webster explains that of the 85 instances of “shootings or undesirable discharges of firearms” between January 2013 to June 2016, only two were due to an active shooter: “The most common incidents were interpersonal disputes that escalated into gun violence (45%), premeditated acts of violence against an individual (12%), suicides or murder/suicides (12%), and unintentional shootings or discharges (9%).”<sup>3</sup> Since college-aged students are among the age range with the highest risk of suicide, having easier access to guns on campus also threatens NDUS’s mission of “quality of life.”

Without a safe environment, we cannot successfully educate our students, and this concern threatens “the social...vitality” of the NDUS mission statement. Concerns have been voiced that allowing guns in classrooms could stifle discussion of difficult, complex topics where emotions may run high. Further, any type of debate might be deemed too hazardous when participants are potentially armed, thus limiting certain activities and teaching methods currently

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<sup>1</sup> North Dakota University System Mission Statement, 2019, <https://ndus.edu/>.

<sup>2</sup> Webster, Daniel W. et al. “Firearms on College Campuses: Research Evidence and Policy Implications.” *Johns Hopkins Center for Gun Policy and Research*. Johns Hopkins University, Bloomberg School of Public Health, 2016, <https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-gun-policy-and-research/pdfs/GunsOnCampus.pdf>, p. 9.

<sup>3</sup> *Ibid.*, p. 17.

used in the classroom. From a student's point of view, knowing that a faculty or staff member may be armed could create discomfort and negatively impact academic relationships. One question voiced is how will the passing of this bill affect future enrollment; specifically, will a concealed carry allowing campus cause prospective students and their parents to avoid attending NDUS schools? Everytown for Gun Safety Support Fund presents statistics of how guns are viewed by college administrators, faculty, and students. In 2012, 79% of students completing a survey said that having concealed weapons on university campuses would make them feel unsafe.<sup>4</sup> Data for our state is not available to answer this question, but it does raise a good point to think about how the passing of this bill will affect the future of NDUS recruitment and enrollment.

Along with student recruitment, new faculty and staff recruitment can also be negatively impacted. Everytown explains, "In surveys conducted in 2013 and 2012, 95% of college presidents and 94% of college faculty indicated they oppose concealed carry on campus."<sup>5</sup> Filling our campuses with innovative, passionate faculty and staff is vital to maintain high academic standards and the NDUS mission statement, and passing this bill risks pushing away potential future employees.

NDUS's mission of "economic vitality" is also threatened by HB1206. How will concealed carry permission affect insurance costs of each campus? Will faculty and staff need to go through more procedures to ensure they are covered by the institution should an accident or injury occur at work? What about legal concerns if a faculty or staff member is involved in an incident? How might an increase in insurance and/or legal representation cost affect the overall NDUS budget and the cost of tuition? These questions are important to answer before considering allowing guns on campus, and we cannot answer these questions at the present time. Economic considerations in a time of financial uncertainty illustrate the need to be cautious and critical of HB1206.

In conclusion, the Council of College Faculties, representing the faculty of the North Dakota University System, asks that HB1206 be defeated. Guns on campuses will result in more acts of aggression and self-harm, thus having a negative impact on the safety of students, faculty and staff.

Sincerely,



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<sup>4</sup> "Guns on Campus." *Everytown Research*, October 11, 2017, <https://everytownresearch.org/guns-on-campus/>.

<sup>5</sup> *Ibid.*, <https://everytownresearch.org/guns-on-campus/>.



March 26, 2019

Dear Chair Owens and Members of the House Education Committee,

**North Dakota University System faculty was asked to give feedback on Senate Bill 2320. Representing the North Dakota University System faculty, the Council of College Faculties Executive Committee met on March 21, 2019 and approved the following letter.**

Our concerns regarding SB 2320 can be summarized into six key points:

1. SB 2320 appears to be a solution in search of a problem. Board policy as well as the Constitution of the United States protects free speech. Campuses in North Dakota have had no concerns or issues with restriction of free speech. With the laws and policies that are currently in place, North Dakota campuses clearly protect the rights of both speakers and protestors.
2. SB 2320 appears to be inspired by a national political agenda. We question whether the goal of SB 2320, despite its name, is to enhance free speech on campus or whether the goal is to threaten and possibly penalize free speech.
3. We strongly feel that the North Dakota University System has and will continue to monitor and adjust its policies on free speech as needed. Legislative interference can set a dangerous precedent on this issue (as well as others) and could lead to potential political bias.
4. SB 2320 seeks to limit the topics that faculty would be “allowed” to discuss in class. Violating the free speech of faculty would fly in the face of every tenet of open inquiry that is essential to the mission of the academy as well as the principles of academia. Scholars should have freedom to teach their students without the threat of litigation that SB 2320 would impose on our campuses.
5. SB 2320, in its original form, would open the North Dakota University System to frivolous lawsuits which would further compromise the financial footing of NDUS.
6. We would encourage the legislature to focus on real and pressing issues such as restoring adequate funding to higher education in North Dakota, student loan debt, and mental health issues in our campus populations.

In conclusion, the Council of College Faculties Executive Committee, representing the faculty of the North Dakota University System, asks that SB 2320 be given a “do not pass” in its originally proposed version. SB 2320, as amended, would support free speech rights and not impose financial burdens on the NDUS institutions. We would support these amendments.

Sincerely,

Debora Dragseth, Ph.D.  
President of the Council of College Faculties

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Minutes of the University Senate Meeting  
April 4, 2019

1.

The April meeting of the University Senate was held at 3:30 p.m. on Thursday, April 4, 2019 in Room 113, Education. Chair Paul Todhunter presided.

2.

The following members of the Senate were present:

Adjekum, Daniel	Laguetta, Soizik	Petros, Tom
Alberts, Crystal	Legerski, Elizabeth	Rabiei, Minou
Bjerke, Elizabeth	Lim, Howe	Rogers, Aimee
Blackburn, Royce	Linder, Meloney	Rundquist, Brad
Correll, Scott	Lindseth, Paul	Schaefbauer, Jordan
Dauphinais, Kirsten	Luber, Patrick	Shivers, Jed
DiLorenzo, Thomas	Majerus, Ryan	Shogren, Maridee
Dodge, Michael	Malheim, Jeremy	Smart, Kathy
Du, Guodong	Matz, Adam	Sturges, Denyse
Gjellstad, Melissa	McGinniss, Mike	Takahashi, Shuzo
Hanson, Erik	Mochoruk, James	Tang, Clement
Heitkamp, Thomasine	Mostad-Jensen, Anne	Todhunter, Paul
Holm, Jeff	Munski, Doug	Vandeberg, Greg
Hunter, Joshua	Myers, Brad	Wilson, Nick
Iseminger, Colt	Oancea, Cristina	Yang, Cai Xia
Jeno, Susan	Olson, Devon	Zerr, Ryan
Jorgenson, Terra	Ozaki, Casey	
Keengwe, Jared	Peterson, Lawrence	

3.

The following members of the Senate were absent:

Berg, Justin	Gupta, Surojit	Reed, Patricia
Campbell, Caroline	Halgren, Cara	Sens, Mary Ann
Carlson, Hannah	Helleloid, Duane	Simonson, Ty
Clauson, Tyler	Henley, Amy	Tavakolian, Kouhyar
Denny, Dawn	Hoffmann, Mark	VanLooy, Jeff
Doze, Van	Hume, Wendelin	Walker, Stephanie
Dschaak, Kaleb	Juntunen, Cindy	Wood, Bo
Eggen, Summer	Kennedy, Mark	Wynne, Joshua
El-Rewini, Hesham	Kostrzewski, Diana	Yoshida, Shou
Farris, Nick	Mihelich, John	Zimmerman, Sonia
Fernandez-Haan, Zach	Millspaugh, Richard	
Green, Noelle	Neubert, Jeremiah	

4.

The following announcements were made:

- a. Ms. Legerski provided an update from the Council of College Faculties: the SBHE is making the Wednesday before Thanksgiving a student holiday; the raises for this year appear to be at 2% with a minimum of \$120/month and the raise next year will be merit-based up to 2.5%; the concealed carry bill has a do not pass recommendation.

- b. Mr. Malheim provided an update from Staff Senate: Staff Senate elections opened today; the Spring Fling is scheduled for next week; and a UND Takeover will occur on April 16.
- c. Mr. Hanson provided an update from Student Senate: student elections are coming up; the Student Senate passed a resolution regarding Academic Review Week, which has been forwarded to the Academic Policies and Admissions Committee; and the students passed a resolution to move the memorial statue to a new location.

5.

Quorum was established.

6.

Mr. Todhunter called attention to the minutes of the March 7, 2019 University Senate meeting; without objection, the minutes were approved.

7.

Mr. Todhunter made the following announcements:

- a. The Campus Renewal Blog, <http://blogs.und.edu/campus-renewal/> is a good item to bookmark for the upcoming future.
- b. The University Senate website migration is in progress.
- c. The University Senate Committee election results were announced.
- d. The spring University Council meeting will be held on Tuesday, May 7, 2019 in the Memorial Union Ballroom.
- e. The Teaching Evaluation Committee has identified a graduate student member; however, no additional faculty members have come forward.
- f. A state driven plan to optimize room use is now in effect. The question posed was can classrooms be requested for use, and the answer to this question is yes.

8.

The twenty minute question period opened at 3:50 p.m.

Mr. Mochoruk asked if UND has signed a contract with SADEXHO. Mr. Shivers stated that and RFP is not finalized, no vendor has been selected, and dining services is part of this process.

Ms. Legerski asked if the next forum for parking will provide a larger room for attendance and will the President attend. Cassie Gerhardt reported that the Memorial Union Ballroom is secured for April 15. Mr. Todhunter will inquire if the President can attend.

Mr. Mochoruk asked when the parking survey will be conducted. Mr. Shivers stated it is being worked on, and the goal is to have it out by April 15.

It was asked if there could be more specificity of the parking options being considered. Mr. Shivers replied that the committee has been working through various options and more information will be supplied when it is available.

Mr. Petros asked if more details could be provided as to why the costs are so high. Mr. Shivers will work with AVP Pieper to provide more information.

Ms. Jenó stated that there are some documents available, but they are not very transparent. Mr. Shivers stated that they are moving to try to finish the work and distribute all the information when it is decided.

Mr. Luber inquired about the self-sufficiency of revenue dollars. Mr. Shivers stated is not being regulated by the state.

Mr. Todhunter asked Mr. Hanson if the students have parking concerns and have they been addressed. Hr. Hanson replied that students do have concerns, and will be having additional meetings this month with administration.

Ms. Alberts inquired if the administrative lots behind Twamley Hall would be open to anyone. Mr. Shivers could not answer the question.

Mr. Petros asked if UND is under a parking deadline for August 2019. Mr. Shivers replied that they are working toward May 2019 deadline.

The question period ended at 4:10 p.m.

9.

Mr. Todhunter called attention to the proposed revision of the Honors Program Committee charge. Mr. Munski moved to approve, Mr. Mochoruk seconded and the motion carried.

10.

The meeting adjourned at 4:19 p.m.

Scott Correll, Secretary  
University Senate

## 2018-19 Senate Budget Committee

### Annual Report

Members	Fall	Role	Affil.	Status	Selection
Alena Kubatova	2022	Faculty	A&S	Voting	Univ. Senate election (April)
Tom Petros	2022	Faculty	A&S	Voting	Univ. Senate election (April)
John Shabb - Chair	2022	Faculty	MED	Voting	Univ. Senate election (April)
Dexter Perkins	2019	Faculty	CEM	Voting	Univ. Senate election (April)
Kathy Smart	2019	Faculty	EHD	Voting	Univ. Senate election (April)
Terra Jorgenson	2021	Faculty	JDO	Voting	Univ. Senate election (April)
Kenneth Flanagan	2021	Faculty	NUR	Voting	Univ. Senate election (April)
Duane Helleloid	2021	Faculty	BPA	Voting	Univ. Senate election (April)
Michael McGinnis	2021	Faculty	LAW	Voting	Univ. Senate election (April)
Zachary Lunak	concurrent	Faculty		Voting	Selected by Curriculum Committee
Jeff Holm	concurrent	Faculty		Voting	Selected by Online & Dist. Ed. Comm.
William Caraher	concurrent	Faculty		Voting	Selected by Graduate Committee
Wendelin Hume	concurrent	Faculty		Voting	Selected by Essential Studies Comm.
Debra Beiswenger	2021	Staff		Voting	Staff Senate Selection
Dawn Seaver	2019	Staff		Voting	Staff Senate Selection
Miranda Petrich	2018	Student		Voting	Appointed by Stud. Body Pres. (May)
Sarah Stube	2018	Student		Voting	Appointed by Stud. Body Pres. (May)
Jeff VanLooy	concurrent	Univ. Senate Vice Chair			ex-officio
Cindy Fetsch	concurrent	Univ. Budget Mgr.		Non-voting	ex-officio
Thomas DiLorenzo	concurrent	VPAA		Non-voting	ex-officio

#### Committee activities

The Senate Budget Committee (SBC) met 12 times during Academic Year 2018-2019. Meetings were held Tuesdays, 4:30-6:00 pm in Twamley Room 305.

#### Standing items:

- Provost updates: The Provost provided regular budget-related updates to the SBC.
- Budget model updates: Representatives from Resource Planning and Allocation provided regular updates on incentive-based budget implementation.

#### Other business:

- Monitor legislative budget process: VPFO/COO Jed Shivers visited four times during the year to provide updates on the legislative budget process.
- Library role in attaining R1 Carnegie classification: Dean Stephanie Walker provided information on how the library plans to help UND raise its R1 Carnegie classification.
- Research activity and goal to achieve R1 Carnegie classification: Vice President Grant McGimpsey provided information on how research activity is measured at UND and factors that are considered for Carnegie classification.
- Chairs' Leadership Institute: The Senate Budget Committee was invited to participate in the Provost-hosted Chairs Leadership Institute in December. Ten SBC members participated. Focus of the meeting was using institutional data to make budget decisions.



- Event registration fees: The committee provided feedback to the Provost and the VPFO on changes in policies on event registration fees.
- Use of scholarship funds: The committee provided feedback to the Provost and VPFO on recent requests to divert some scholarship funding to recruitment of freshmen.
- External fundraising as a revenue stream: The committee provided feedback to the Provost and VPFO on the consideration of including college-specific fundraising in the formula for determining distribution of appropriated funds for research.
- Variance FY19 statement with FY18 historical data: Finance team explained how the institution monitors ongoing variances in income and expenditures against the current year budget.
- Service units offering classes: At the request of the Graduate Committee, the SBC provided input on the appropriateness of non-academic units offering courses and if/how this might impact tuition revenue streams.
- Budget trends dashboard: At the request of the SBC, Sarah Abentroth presented a prototype dashboard that would navigate historical trends in major income and expense categories across primary units.
- Self-supporting parking: VP Facilities Mike Pieper provided information and received feedback on plans to make parking self-sustaining through restructuring of fees.

Department	Course	Goals	BoK	Special Emphasis
ATSC 220	Extreme Weather and Climate	QR	M,S,T	
ATSC 493	Senior Project II	CI&A, WC, OC	Capstone	Advanced Comm.
HIST 230	Cultural History of Science and Technology	IK&S	Social Science	Analyzing Worldview
HIST 253	History of Stuff	CI&A, WC	Humanities	Advanced Comm.
HIST 304	The Holocaust	IK&S	Humanities	Analyzing Worldview
HIST 310	Monuments, Museums and Memory	IK&S	Humanities	Analyzing Worldview
HIST 328	Human Rights	IK&S	Humanities	Analyzing Worldview
GEOG 102L	The Earth Through Time Lab	CI&A	M,S,T	
GERM 306	German Cultural Studies	IK&S	Humanities	Analyzing Worldview
GERM 406	Literary Voices in Translation: Topic: The "Grimm" Side of Fairy Tales: An Exploration of Fairy Tales and Their European Context	IK&S	Humanities	Diversity of Human Experience
SPST 200	Introduction to Space Studies	CI&A, QR	M,S,T	
SPST 300	The Case for Space	CI&A, WC, IL	Humanities	
SPST 360	NASA	CI&A, WC	Humanities	
ACCT 315	Business Law I	CI&A	Social Science	
ACCT 450	Contemporary Issues in Accounting	WC, OC		Advanced Comm.
CE 483	Civil Engineering Design II	WC, OC, IL	Capstone	Advanced Comm.
HUM 212	Integrated Cultural Experience	CI&A, IL	Humanities	
IDS 280	Interdisciplinary Thinking and Writing	WC		Advanced Comm.
LANG 320	Faculty-led Study Abroad	IK&S	Humanities	Analyzing Worldview
LAW 160	Lawyering Skills I	CI&A, WC	Capstone	Advanced Comm.
LEAD 400	Advanced Leadership	WC, IL	Social Science	Advanced Comm.
N&D 335	World Food Patterns	IK&S	Social Science	Diversity of Human Experience
NORW 350	Norwegian Culture	IK&S	Humanities	Analyzing Worldview
GEOG 151	Human Geography	IL, IK&S	Social Science	Diversity of Human Experience
GEOG 161	World Regional Geography	IL, IK&S	Social Science	Diversity of Human Experience
GEOG 262	Geography of North America	IL, IK&S	Social Science	Analyzing Worldview
GEOG 463	Regional Geographys: China	IK&S	Social Science	Diversity of Human Experience
ISBC 220 / BADM 325	Business Research Writing (In Workflow to Business Research Writing and Culture for Spring 2019, Stage 5)	WC, IK&S		Diversity of Human Experience
OT 400	Culture and Occupation	IK&S		Analyzing Worldview

OT 403	Clinical Research Methods in OT	CI&A, WC, IL	Capstone	Advanced Communication
PHIL 140	Philosophy of Education	CI&A, WC, OC	Humanities	
PHIL 254	Unmanned Aircraft Systems Ethics	CI&A	Humanities	
POLS 120	Global Perspectives	IK&S	Social Science	Diversity of Human Experience
POLS 225	Comparative Politics	IK&S		Analyzing Worldview
T&L 328	Survey of Children's Literature	WC, OC	Humanities	

**Office of Academic Core Advisors**  
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February 12, 2019

Proposal: Internal Policy Change Request re: Associate's degree waiver of Essential Studies Breadth of Knowledge

In order to ease transition for students who have earned an Associate of Arts or Associate of Science degree from an accredited institution, the Academic Core Advisors propose that this degree satisfy the Breadth of Knowledge Essential Studies requirements beginning in the fall 2019 term. This does not apply to Associate of Applied Science degrees. Students will still be required to complete the Special Emphasis areas and the Capstone course to satisfy the remainder of the Essential Studies requirements.

Currently, the University of North Dakota has transfer agreements with select institutions from several states including North Dakota, Minnesota State Colleges and University (MnSCU), and Washington State. North Dakota University System's procedure 402.4 provides additional transfer agreements with select institutions from Minnesota, South Dakota, Oregon, Wyoming, California, and Montana. We propose that UND expand these agreements to waive the Breadth of Knowledge requirements for students transferring an Associate of Arts or Associate of Science degree from any regionally or CHEA nationally accredited institution in any state. This proposal does not supersede any existing transfer policies that may waive Special Emphasis areas. Students who began prior to the fall 2019 term may see their academic advisor to discuss the Essential Studies petition process.

We ask that the Registrar's Office continue to evaluate transcripts for course equivalencies with assistance by the College Transfer Advisors.

Academic Core Advisor Team  
University of North Dakota

## Foreign Language Placement Testing & Credit

Students with a background in a foreign language that is currently taught in the Department of Modern & Classical Languages & Literatures at UND, may receive credit in one of the following ways:

1. Lateral credits will be offered to students who want to get credit for previous experience and take additional language acquisition courses. Students with at least two years of language instruction in high school will be placed in the appropriate language course. Following the successful completion (e.g. a grade of at least “B” in LANG 102 or higher) of at least two courses at the next proficiency level in the language taken at UND, the lateral credits will be awarded.
2. Credits earned through the College Level Examination Program ([CLEP](#)) exam will be offered to students who want to get credit for previous language experience without taking additional courses (see [UND CLEP listing](#)).
3. Credits earned through the completion of the transfer credit equivalent to the language credit at UND will be awarded.
4. Credits earned through the completion of a French, German, Latin, or Spanish Advanced Placement course will be awarded with the appropriate test score. AP credit is normally equivalent to Levels I and II (LANG 101 and LANG 102) in that language ([AP Listing](#)).

Receiving these credits will enable the student to:

1. Apply them toward the total number of credits required for graduation, and
2. Apply them, where applicable, toward fulfillment of Essential Studies Humanities requirements. For example, 101/102/201/202 courses in all languages taught at UND fulfill 4 credits each toward the Humanities requirement of the Fine Arts & Humanities Breadth of Knowledge category of Essential Studies.  
(Note: Lateral and test credits do NOT count toward fulfillment of the Special Emphasis requirements in Essential Studies.)
3. Apply them toward the major, minor, or certificate in one of the language programs, International Studies, or any other degree with a language requirement.

Native speakers of a language other than English, who wish to take classes in that language, may enroll without special permission in any 300- or 400-level course that emphasizes literary or cultural topics. Incoming students whose native language (as indicated on their TOEFL exam) is one offered at UND should consult with the Chair of the Department of Modern & Classical Languages & Literatures about automatic approval.

## Foreign Language Placement & Credit Test

Students with a background in a foreign language that is currently taught in the Languages Department at UND may receive credit by taking a test in that language through the Languages Department. It is strongly recommended that students take this test during pre-registration or registration. Students who take it later than the end of their first semester in residence will need to see the Language Lab Director for the appropriate petition form, and will need to petition to establish eligibility. Students who are enrolled in a language course and wish to take the Foreign Language Placement & Credit Test in that language must take it during the first two weeks of the semester. Credits earned through the Foreign Language Placement & Credit Test do not satisfy any Essential Studies Special Emphasis requirements.

Credit earned through College Level Examination Program (CLEP) tests may be recognized by UND (see [CLEP](#) listing), and students who have completed French, German, Latin, or Spanish Advanced Placement (AP) courses with appropriate scores may also receive credit. This credit is normally equivalent to Levels I and II in that language (see [Advanced Placement](#) listing). Neither CLEP credit nor AP credit will satisfy any Essential Studies Special Emphasis requirements.

Native speakers of a language other than English who wish to take classes in that language may enroll without special permission in any 400-level course, or in any 300-level course that emphasizes literary or cultural topics. Native speakers must obtain the permission of the department, however, to enroll in any 300-level course that emphasizes language instruction, or in any lower-division course. Incoming students whose native language (as indicated on their TOEFL exam) is one offered at UND should consult the Director of the Language Laboratory (M-306) about automatic waiver of the language placement examination.

### Change to:

Students with a background in a foreign language ~~which is currently taught in the Languages Department at UND~~ may receive credit by taking a test in that language through the ~~Languages Department~~ ~~University of North Dakota Testing Center~~. UND strongly recommends that students take this test during pre-registration or registration. ~~Students who take it later than the end of their first semester in residence will need to see the Language Lab Director for the appropriate petition form, and will need to petition to establish eligibility.~~ Students who are enrolled in a language course and wish to take the Foreign Language Placement & Credit Test in that language must take it during the first two weeks of the semester. Credits earned through the Foreign Language Placement & Credit Test do not satisfy any Essential Studies Special Emphasis requirements.

Credit earned through College Level Examination Program (CLEP) tests may be recognized by UND (see CLEP listing), and students who have completed French, German, Latin, or Spanish Advanced Placement (AP) courses with appropriate scores may also receive credit. This credit is normally equivalent to Levels I and II in that language (see Advanced Placement listing). Neither CLEP credit nor AP credit will satisfy any Essential Studies Special Emphasis requirements.

Native speakers of a language other than English who wish to take classes in that language may enroll without special permission in any 400-level course, or in any 300-level course that emphasizes literary or cultural topics. Incoming students whose native language (as indicated on their TOEFL exam) is one offered at UND should consult with the ~~Director of the Language Laboratory (M-306)~~ ~~Chair of the Department of Modern & Classical Languages & Literatures~~ about automatic waiver of the language placement examination.

**Academic Policy and Admissions Committee**  
**Academic Success and Wellness Period**  
**Implementation: Fall 2019**

The intent of this policy is to establish a predictable review and study period for undergraduate students. Academic Success and Wellness Period is the week of instruction that occurs before finals week.

During Academic Success and Wellness Period:

1. Any quizzes or exams that are worth more than 10% of the student's overall grade should not be administered.
2. Assignments or other substantial graded components (beside quizzes and exams) scheduled for that week and consisting of more than 10% of the student's overall grade should have been completely assigned, in writing, by the last day to withdraw from the course.
3. Regular instruction is expected to continue, including the instruction of new material.

Exceptions to Academic Success and Wellness Period:

- Graduate and professional courses
- Enroll anytime courses
- Lab courses
- Summer courses
- Courses with non-standard class dates as defined in Campus Connection
- Courses without a scheduled final exam period
- Make-up test
- The equivalent of three or more days of University closure nullifies the limitations of the Academic Success and Wellness Period, but the professor is asked to retain the spirit of the rules for the betterment of the health and wellness of their students, and the advancement of their learning outcomes
- The professor may choose to move a final examination from Finals week to the Academic Success and Wellness Period. In such a situation, the move ~~in the original syllabus or~~ **must be integrated** must be made in writing prior to the last day to withdraw from the course. However, the rules for the Academic Success and Wellness Period then apply to Finals week for this course.

Any complaints about the failure to follow this policy shall be filed as outlined in the Code of Student Life, Appendix B: Academic Concerns/Information/Freedom and Faculty Handbook, III-8-2, Student Academic Grievances Policy

First Draft March 2018  
Revised April 2019

# Senate Resolution

**To:** The Student Senate of the University of North Dakota

**Authors:** Erik Hanson – Student Body President

**Sponsors:** Talon Schloesser – Off-Campus Senator, Cassidy Johnson – Off-Campus Senator

**CC:** Erik Hanson - Student Body President, Kaleb Dschaak - Student Body Vice President, Cassie Gerhardt - Student Government Advisor, Andrew Frelich -Student Organization Funding Agency Advisor; Dr. Cara Halgren - Vice President for Student Affairs and Diversity, Dr. Deb Melby – Academic Policies and Admissions Committee Chairman

**Date:** 04/03/2019

**Re:** Implementation of Academic Review Week

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Whereas, UND Student Government works to ensure the best overall learning environment for students,

2 Whereas, we also work to ensure the greatest possible environment for both physical and mental health and wellness for students,

4 Whereas, the last two weeks of the semester are objectively proven to be some of the most stressful times of the year in a college student's life which can lead to adverse effects on the health and wellness  
6 of our students,

8 Whereas, the final two weeks of an academic semester are often associated with a large percentage of the points that impact a final grade and a semester's grade point average, which can have a profound impact on the placement of students upon graduation in either their desired career path or post-graduate  
10 place of education,

12 Whereas, UND currently operates under a system that incorporates Reading and Review Day, generally the Friday before the week of final examinations each semester. This is a day where no regularly scheduled classes are held and allows students one additional day for studying or completing final  
14 projects, papers, etc.,

16 Whereas, this system does allow our students one additional day of studying, but it does not adequately address the systemic problem that plagues the reduced health and wellness of students across campus during this time, and by continuing to utilize this system of our academic calendar, students will continue  
18 to be hindered in their academic potential,

20 Whereas, beyond health and wellness, studies show that placing multiple examinations next to one another has adverse effects on the learning outcomes in those areas, and often in UND's current system, students are asked to take a block exam within a week before a final cumulative exam, leading to  
22 "cramming" of information, which has severely lower levels of information retention,



24 Whereas, our goal is to create a predictable, yet flexible method of review and study period to foster a healthy environment for students to achieve their maximum academic potential during their final weeks of each semester,

26 Whereas, both peer institutions and top-tier academic universities have begun seeking systemic changes to reduce the load of work placed on students in the final two weeks of their semester, including, but not  
28 limited to: NDSU, Utah State, Harvard, Yale, Stanford, and many others,

30 Therefore, be it moved that UND implement each semester as a part of its institutional academic calendar an Academic Review Week. This week will begin the last Monday of the Semester prior to Finals Week, and end the beginning day of Finals Week,

32 Therefore, be it further moved that during the Academic Review Week, courses may go on as normal, including new material, but there shall be no administering of examinations or quizzes that consist of  
34 more than 10% of the final grade,

36 Therefore, be it further moved that during the Academic Review Week, there shall be no assignments, projects, presentations, papers, or other substantial graded components that consist of more than 5% of the final grade due during this week unless designated via the syllabus, uploaded to Blackboard, or other  
38 reasonable means by the 10<sup>th</sup> week of the academic semester and given all supplementary materials to complete the assignment, project, presentation, paper or substantial graded component by the 12<sup>th</sup>  
40 academic week of the semester,

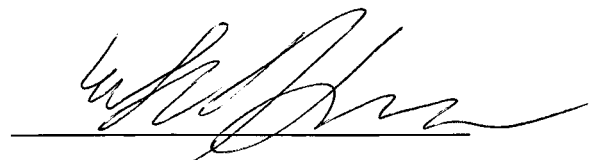
42 Therefore, be it further moved that during the Academic Review Week, the following exceptions to the above rules may apply:

- 44 • The equivalent of three or more days of class cancellation due to a University closure nullifies the limitations of the Academic Review Week, but the professor is asked to retain the spirit of the rules for the betterment of the health and wellness of their students, and the advancement  
46 of their learning outcomes
- 48 • If the professor moves the final examination from the week of Finals Week, they may be allowed to administer that exam during the Academic Review Week, but the rules for the Academic Review Week then apply to the Finals Week for this course
- 50 • Graduate and Professional Courses
- 52 • Enroll anytime courses
- 54 • Lab courses
- 56 • Summer courses
- Courses with non-standard class dates as defined in Campus Connection
- Courses without a scheduled final exam period
- Any make up tests, quizzes, or other substantial graded components

58 Therefore, be it further moved that UND Student Government asks the Academic Policy and Admissions Committee to adopt the Academic Review Week as stated in this resolution,

60 Therefore, be it furthest moved that UND Student Government asks the University Senate to adopt the Academic Review Week as stated in this resolution.

62



Erik Hanson, Student Body President

Acad Plan	NAME	Descr	Plan Type	Sub-Plan	Degree Plan	College
BA-ANTH	Auman, Ric Ven Anthony Amores	BA-Anthropology	MAJ		BA-ANTH	A&S
BA-ANTH	Goetz, Andy J	BA-Anthropology	MAJ		BA-ANTH	A&S
BA-ANTH	Isabell, Tessa Carolyn	BA-Anthropology	MAJ		BA-ANTH	A&S
ND-MNCJS	Isabell, Tessa Carolyn	Minor Criminal Justice Studies	MIN		BA-ANTH	A&S
BA-ANTH	Lulavy, Zachary Moshe	BA-Anthropology	MAJ		BA-ANTH	A&S
ND-MNSOC	Lulavy, Zachary Moshe	Minor Sociology	MIN		BA-ANTH	A&S
BA-ANTH	Sogge, Alyssa M	BA-Anthropology	MAJ		BA-ANTH	A&S
BA-ANTH	Vraa, Hunter Timothy	BA-Anthropology	MAJ		BA-ANTH	A&S
BA-COMM	Aldridge, Sayjen Marie	BA-Communication	MAJ	SPEC-IICOM	BA-COMM	A&S
ND-MIHON	Aldridge, Sayjen Marie	Honors Program	MAJ		BA-COMM	A&S
ND-MIITS	Aldridge, Sayjen Marie	International Studies	MAJ	OPT-NDMJI	BA-COMM	A&S
ND-MNINPL	Aldridge, Sayjen Marie	Minor Nonprofit Leadership	MIN		BA-COMM	A&S
ND-MNSPAN	Aldridge, Sayjen Marie	Minor Spanish	MIN		BA-COMM	A&S
BA-COMM	Bento, Allyson Marie Rodrigues	BA-Communication	MAJ		BA-COMM	A&S
ND-MNSBUS	Bento, Allyson Marie Rodrigues	Minor Sport Business	MIN		BA-COMM	A&S
ND-MNSOC	Bento, Allyson Marie Rodrigues	Minor Sociology	MIN		BA-COMM	A&S
BA-COMM	Berntsen, Christine	BA-Communication	MAJ		BA-COMM	A&S
ND-MNSPAN	Berntsen, Christine	Minor Spanish	MIN		BA-COMM	A&S
BA-COMM	Brohaugh, Kolton D	BA-Communication	MAJ		BA-COMM	A&S
ND-MNGDT	Brohaugh, Kolton D	Minor Graphic Design Technology	MIN		BA-COMM	A&S
ND-MNLEAD	Brohaugh, Kolton D	Minor Leadership	MIN		BA-COMM	A&S
BA-COMM	Butler, Derrick C	BA-Communication	MAJ		BA-COMM	A&S
ND-MNPRR	Butler, Derrick C	Minor P&R : Rel	MIN		BA-COMM	A&S
BA-COMM	Cole, Anastasia Jean	BA-Communication	MAJ		BA-COMM	A&S
BA-COMM	Cordell, Elizabeth J	BA-Communication	MAJ		BA-COMM	A&S
BA-COMM	Deguzman, Alexandria Leilani Marie	BA-Communication	MAJ		BA-COMM	A&S
BA-COMM	Forseth, Dillon R	BA-Communication	MAJ		BA-COMM	A&S
ND-MNLEAD	Forseth, Dillon R	Minor Leadership	MIN		BA-COMM	A&S
BA-COMM	Gordon, William O	BA-Communication	MAJ		BA-COMM	A&S
ND-MNCJS	Gordon, William O	Minor Criminal Justice Studies	MIN		BA-COMM	A&S
BA-COMM	Hillstrom, Erika E	BA-Communication	MAJ		BA-COMM	A&S
ND-MNPSYC	Hillstrom, Erika E	Minor Psychology	MIN		BA-COMM	A&S
BA-COMM	Holloway, Travis Gregory	BA-Communication	MAJ		BA-COMM	A&S
BA-COMM	Huntley, Brecklyn Rancee	BA-Communication	MAJ		BA-COMM	A&S
ND-MNLEAD	Huntley, Brecklyn Rancee	Minor Leadership	MIN		BA-COMM	A&S
BA-COMM	Laird, Alayna N	BA-Communication	MAJ		BA-COMM	A&S

ND-MNCJS	Laird, Alayna N	Minor Criminal Justice Studies	MIN	BA-COMM	A&S
BA-COMM	Lang, Shantel A	BA-Communication	MAJ	BA-COMM	A&S
ND-MNPOLS	Lang, Shantel A	Minor Political Science	MIN	BA-COMM	A&S
BA-COMM	Leibold, Sasha J	BA-Communication	MAJ	BA-COMM	A&S
ND-MNENGL	Leibold, Sasha J	Minor English	MIN	BA-COMM	A&S
BA-COMM	Loge, Brandon M	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Lyberg, Brooke S	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Mahinske, Amy	BA-Communication	MAJ	BA-COMM	A&S
ND-MNSOC	Mahinske, Amy	Minor Sociology	MIN	BA-COMM	A&S
BA-COMM	Moen, Michaela Moriah	BA-Communication	MAJ	BA-COMM	A&S
ND-MNLEAD	Moen, Michaela Moriah	Minor Leadership	MIN	BA-COMM	A&S
BA-COMM	Moller, Katherine A	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Neisen, Jack William	BA-Communication	MAJ	BA-COMM	A&S
ND-MNSBUS	Neisen, Jack William	Minor Sport Business	MIN	BA-COMM	A&S
BA-COMM	Nelson, Madalyne Maira	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Nordling, Kelly Craig	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Otto, Alexa A	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Peneueta-Snyder, Jenna Laurel	BA-Communication	MAJ	BA-COMM	A&S
ND-MNSUS	Peneueta-Snyder, Jenna Laurel	Minor-Sustainability Studies	MIN	BA-COMM	A&S
BA-COMM	Quesenberry, Michael H	BA-Communication	MAJ	BA-COMM	A&S
ND-MNLEAD	Quesenberry, Michael H	Minor Leadership	MIN	BA-COMM	A&S
BA-COMM	Riedel, Jennifer Jo	BA-Communication	MAJ	BA-COMM	A&S
ND-MNSUS	Riedel, Jennifer Jo	Minor-Sustainability Studies	MIN	BA-COMM	A&S
BA-COMM	Senger, Alli R	BA-Communication	MAJ	BA-COMM	A&S
ND-MNLEAD	Senger, Alli R	Minor Leadership	MIN	BA-COMM	A&S
BA-COMM	Shaw, Hayden Matthew	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Skime, Alexandra M	BA-Communication	MAJ	BA-COMM	A&S
ND-MNLEAD	Skime, Alexandra M	Minor Leadership	MIN	BA-COMM	A&S
BA-COMM	Smaby, Matthew Walker	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Smith, Maggie Fern	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Sollin, Blake James	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Stockstad, Noelle Anna	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Streff, Madison Rose	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Suleiman, Bilal Nabil	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Swanson, Casey	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Tolkinen, Cullen J	BA-Communication	MAJ	BA-COMM	A&S
ND-MNENGL	Tolkinen, Cullen J	Minor English	MIN	BA-COMM	A&S

BA-COMM	Truckenmiller, Andrew D	BA-Communication	MAJ	BA-COMM	A&S
ND-MNPOLS	Truckenmiller, Andrew D	Minor Political Science	MIN	BA-COMM	A&S
BA-COMM	Vivier, Marcus Bo	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM	Ziegler, Allison Marie	BA-Communication	MAJ	BA-COMM	A&S
BA-COMM2	Beamesderfer, Shanyce Darene	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Dalbeyler, Serhat	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Dunham, Jessica Eileen	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Madsen, Karly Grace	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Parker, Amber Janeth	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Pena-Garcia, Ciara Joi	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Siekman, Russ	BA-Communication	MAJ	BA-COMM2	A&S
BA-COMM2	Stolle, Nicole Angeline	BA-Communication	MAJ	BA-COMM2	A&S
BA-CS	Whipkey, Brandon Loren	BA-Chinese Studies	MAJ	BA-CS	A&S
BA-CSCI	Mack, Levi Jacob	BA-Computer Science-Arts & Sci	MAJ	BA-CSCI	A&S
ND-MNGERM	Mack, Levi Jacob	Minor German Studies	MIN	BA-CSCI	A&S
BA-CSCI	Stoltenow, Seth Charles	BA-Computer Science-Arts & Sci	MAJ	BA-CSCI	A&S
BA-CSD	Berg, Megan J	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNSPED	Berg, Megan J	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Berlinquette, Zoe Lee	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Berlinquette, Zoe Lee	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPED	Berlinquette, Zoe Lee	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Cunningham, Maris Audrey	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Cunningham, Maris Audrey	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPAN	Cunningham, Maris Audrey	Minor Spanish	MIN	BA-CSD	A&S
BA-CSD	Dahl, Hannah Rose	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNSPED	Dahl, Hannah Rose	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Gunderson, Jacob Russell	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNCHEM	Gunderson, Jacob Russell	Minor Chemistry	MIN	BA-CSD	A&S
BA-CSD	Halverson, Cassandra Jo	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Halverson, Cassandra Jo	Minor Psychology	MIN	BA-CSD	A&S
BA-CSD	Hoverson, Sean L	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Hoverson, Sean L	Minor Psychology	MIN	BA-CSD	A&S
BA-CSD	Humphrey, Arielle M	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
BA-CSD	Mannie, Jade Mariah	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Mannie, Jade Mariah	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPED	Mannie, Jade Mariah	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Martin, Cassandra Antoinette	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S

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ND-MNPSYC	Martin, Cassandra Antoinette	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPED	Martin, Cassandra Antoinette	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Mather, Tracy Lynn	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Mather, Tracy Lynn	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPED	Mather, Tracy Lynn	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Miller, Jennifer D	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNSPED	Miller, Jennifer D	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Olimb, Lindsay M	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
BA-CSD	Sandness, Karah Ann	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Sandness, Karah Ann	Minor Psychology	MIN	BA-CSD	A&S
ND-MNSPED	Sandness, Karah Ann	Minor Special Education	MIN	BA-CSD	A&S
BA-CSD	Schaner, Derik John	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
BA-CSD	Shpak, Katerina Elizabeth	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNASL	Shpak, Katerina Elizabeth	Minor Amer Sign Lang & Deaf St	MIN	BA-CSD	A&S
ND-MNPPA	Shpak, Katerina Elizabeth	Minor Pre-Physician Assistant	MIN	BA-CSD	A&S
BA-CSD	Smith, Alyssa Rae	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Smith, Alyssa Rae	Minor Psychology	MIN	BA-CSD	A&S
BA-CSD	Trostad, Amber Lynn	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
ND-MNPSYC	Trostad, Amber Lynn	Minor Psychology	MIN	BA-CSD	A&S
BA-CSD	Volkmann, Kelsey K	BA-Communication Sci & Dis	MAJ	BA-CSD	A&S
BA-ECON	Knopp, Andrew J	BA-Economics	MAJ	BA-ECON	A&S
BA-ECON	Lobanova, Maria	BA-Economics	MAJ	BA-ECON	A&S
ND-MNSTT	Lobanova, Maria	Minor Statistics	MIN	BA-ECON	A&S
BA-ECON	Sinchury, Meena K	BA-Economics	MAJ	BA-ECON	A&S
ND-MNCOMMM	Sinchury, Meena K	Minor Communication	MIN	BA-ECON	A&S
BA-ENGL	Adams, Brandon Michael	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Baesler, Bailey Shaye	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Chisholm, Ana K	BA-English	MAJ	BA-ENGL	A&S
ND-MJHON	Chisholm, Ana K	Honors Program	MAJ	BA-ENGL	A&S
BA-ENGL	Drazich, Brady Michael	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Higgs, Kim Elizabeth	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Hoffman, Kayla M	BA-English	MAJ	BA-ENGL	A&S
ND-MNCOMMM	Hoffman, Kayla M	Minor Communication	MIN	BA-ENGL	A&S
BA-ENGL	Koski, Makayla C	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Laidlaw, Taylor Jewel	BA-English	MAJ	BA-ENGL	A&S
ND-MNCUA	Laidlaw, Taylor Jewel	Minor Chemical Dependency	MIN	BA-ENGL	A&S
BA-ENGL	Larson, Jennifer Marie	BA-English	MAJ	BA-ENGL	A&S

ND-MNSPAN	Larson, Jennifer Marie	Minor Spanish	MIN	BA-ENGL	A&S
BA-ENGL	Larson, Samuel Kelly	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Mastel, Jason Thomas	BA-English	MAJ	BA-ENGL	A&S
ND-MJMUSC	Mastel, Jason Thomas	Music	MAJ	BA-ENGL	A&S
BA-ENGL	Nagengast, Heather K	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Nistler, Thomas R	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Pederson, Nicholas K	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Pritzl, Isaiah D	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Rutz, Kathryn J	French	MAJ	BA-ENGL	A&S
ND-MJFREN	Rutz, Kathryn J	Interdisciplinary Studies	MAJ	BA-ENGL	A&S
ND-MJIDS	Rutz, Kathryn J	Interdisciplinary Studies	MAJ	BA-ENGL	A&S
BA-ENGL	Talley, Samuel T	BA-English	MAJ	BA-ENGL	A&S
BA-ENGL	Walker, Christina Elizabeth	BA-English	MAJ	BA-ENGL	A&S
ND-MNLINGU	Walker, Christina Elizabeth	Minor Linguistics	MIN	BA-ENGL	A&S
BA-ENGL	Weider, George Hunter	BA-English	MAJ	BA-ENGL	A&S
ND-MJFREN	Weider, George Hunter	French	MAJ	BA-ENGL	A&S
BA-ENGL	Young, Morgan Lous	BA-English	MAJ	BA-ENGL	A&S
BA-FREN	Chartrand, Dany's R	BA-French	MAJ	BA-FREN	A&S
BA-FREN	Rone, Ashley Anne Marie	BA-French	MAJ	BA-FREN	A&S
ND-MJHON	Rone, Ashley Anne Marie	Honors Program	MAJ	BA-FREN	A&S
BA-GERM	Wagner, Dakota Michael	BA-German	MAJ	BA-GERM	A&S
BA-HIST	Nelson, Austin Kent	BA-History	MAJ	BA-HIST	A&S
ND-MNNORW	Nelson, Austin Kent	Minor Norwegian	MIN	BA-HIST	A&S
BA-HIST	Nieman, Kaleb	BA-History	MAJ	BA-HIST	A&S
BA-HIST	Paulson, Erika M	BA-History	MAJ	BA-HIST	A&S
ND-MNBIOL	Paulson, Erika M	Minor Biology	MIN	BA-HIST	A&S
ND-MNPDENT	Paulson, Erika M	Minor Pre-Dentistry	MIN	BA-HIST	A&S
BA-HIST	Strum, Tyson A	BA-History	MAJ	BA-HIST	A&S
ND-MNPSYC	Strum, Tyson A	Minor Psychology	MIN	BA-HIST	A&S
BA-HIST	Thomas, Jennifer Elen	BA-History	MAJ	BA-HIST	A&S
ND-MNENGL	Thomas, Jennifer Elen	Minor English	MIN	BA-HIST	A&S
BA-HIST	Westphal, Anthony P	BA-History	MAJ	BA-HIST	A&S
BA-HIST	Westphal, Anthony P	BA-History	MAJ	BA-HIST	A&S
BA-IDS	Boomgaarden, Samuel Jon	BA-Interdisciplinary Studies	MAJ	BA-IDS	A&S
ND-MJHIST	Boomgaarden, Samuel Jon	History	MAJ	BA-IDS	A&S
ND-MNPSYC	Boomgaarden, Samuel Jon	Minor Psychology	MIN	BA-IDS	A&S
ND-MNSUS	Boomgaarden, Samuel Jon	Minor-Sustainability Studies	MIN	BA-IDS	A&S
				OPT-TCERTE	
				OPT-TCERTE	
				OPT-A	
				OPT-B	
				OPT-B	
				OPT-B	
				OPT-TCERTH	
				OPT-B	

BA-IDS	Broden, Anne L	BA-Interdisciplinary Studies	MAJ	BA-IDS	A&S
BA-IDS	Christ, Morgan M	BA-Interdisciplinary Studies	MAJ	BA-IDS	A&S
ND-MJCOMM	Christ, Morgan M	Communication	MAJ	BA-IDS	A&S
ND-MJVA	Christ, Morgan M	Visual Arts	MAJ	BA-VA	A&S
BA-IDS	Geiselhart, Jordan Jeffery	BA-Interdisciplinary Studies	MAJ	BA-IDS	A&S
ND-MNCJS	Geiselhart, Jordan Jeffery	Minor Criminal Justice Studies	MIN	BA-IDS	A&S
ND-MNPSYC	Geiselhart, Jordan Jeffery	Minor Psychology	MIN	BA-IDS	A&S
ND-MNSOC	Geiselhart, Jordan Jeffery	Minor Sociology	MIN	BA-IDS	A&S
BA-IDS	Holwerda, Anisa D	BA-Interdisciplinary Studies	MAJ	BA-IDS	A&S
BA-ITS	Bonzer, Melissa Ann	BA-International Studies	MAJ	BA-ITS	A&S
ND-MJFREN	Bonzer, Melissa Ann	French	MAJ	BA-ITS	A&S
BA-ITS	Elfmann, Kayla Marie	BA-International Studies	MAJ	BA-ITS	A&S
ND-MNSPAN	Elfmann, Kayla Marie	Minor Spanish	MIN	BA-ITS	A&S
BA-ITS	Pagan, Alexandra G	BA-International Studies	MAJ	BA-ITS	A&S
ND-MJFREN	Pagan, Alexandra G	French	MAJ	BA-ITS	A&S
ND-MNSPAN	Pagan, Alexandra G	Minor Spanish	MIN	BA-ITS	A&S
BA-ITS	Yang, Linda	BA-International Studies	MAJ	BA-ITS	A&S
BA-MUSC	Schettler, Jacob Hunter	BA-Music	MAJ	BA-MUSC	A&S
ND-MNPMED	Schettler, Jacob Hunter	Minor Pre-Medicine	MIN	BA-MUSC	A&S
BA-MUSC	Schmidt, Mia A	BA-Music	MAJ	BA-MUSC	A&S
BA-MUSC	Schwinghamer, Alexis Marie	BA-Music	MAJ	BA-MUSC	A&S
ND-MNRHS	Schwinghamer, Alexis Marie	Minor Rehabilitation & Hum Srv	MIN	BA-MUSC	A&S
BA-MUSC	Stockman-Larson, Angela Jean	BA-Music	MAJ	BA-MUSC	A&S
BA-MUSC	Tonsfeldt, Mari Lee	BA-Music	MAJ	BA-MUSC	A&S
ND-MJENGL	Tonsfeldt, Mari Lee	English	MAJ	BA-MUSC	A&S
BA-NORW	Olsen, Amy Lynn	BA-Norwegian	MAJ	BA-NORW	A&S
ND-MJITS	Olsen, Amy Lynn	International Studies	MAJ	BA-NORW	A&S
ND-MNPSYC	Olsen, Amy Lynn	Minor Psychology	MIN	BA-NORW	A&S
BA-PRP	Ankinimbom, Michael Yisah	BA-Philosophy & Rel Stdi: Phil	MAJ	BA-PRP	A&S
BA-PRP	Contino, Emma T	BA-Philosophy & Rel Stdi: Phil	MAJ	BA-PRP	A&S
BA-PRP	Frost, Olivia G	BA-Philosophy & Rel Stdi: Phil	MAJ	BA-PRP	A&S
BA-PRP	Page, Brenna Nerys	BA-Philosophy & Rel Stdi: Phil	MAJ	BA-PRP	A&S
BA-PSYC	Barragan, Brenda Diane	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Bosch, Kelly Dawn	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Day, Alexandra Louise	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Dittberner, Kaitlyne A	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Glenn, Christopher M	BA-Psychology	MAJ	BA-PSYC	A&S

BA-PSYC	Hatzenbuehler, Kelsi Lyn	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNPRP	Hatzenbuehler, Kelsi Lyn	Minor P&R : Phil	MIN	BA-PSYC	A&S
BA-PSYC	Hoekstra, Taylor R	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNPPA	Hoekstra, Taylor R	Minor Pre-Physician Assistant	MIN	BA-PSYC	A&S
BA-PSYC	Janssen, Meghan M	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Kirkeide, Seth	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Klabo, Alexis Lynn	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Kolander, Tyler W	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Laitala, Cody John	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Larson, Chloe A	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNENGL	Larson, Chloe A	Minor English	MIN	BA-PSYC	A&S
BA-PSYC	Lundstrom, Sarah M	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Mattson, Jacob Ryan	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Moriarty, Allison G	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Olson, Taya M	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNLEAD	Olson, Taya M	Minor Leadership	MIN	BA-PSYC	A&S
BA-PSYC	Onuong'a, Megan Nyanganyi	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Pokhrel, Diktsha	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Reese, Samantha Jean	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Sandy, Lauren M	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNPPA	Sandy, Lauren M	Minor Pre-Physician Assistant	MIN	BA-PSYC	A&S
BA-PSYC	Smith, Mallory L	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNSOC	Smith, Mallory L	Minor Sociology	MIN	BA-PSYC	A&S
ND-MNSPAN	Smith, Mallory L	Minor Spanish	MIN	BA-PSYC	A&S
BA-PSYC	Stecher, Tyler D	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNRHS	Stecher, Tyler D	Minor Rehabilitation & Hum Srv	MIN	BA-PSYC	A&S
BA-PSYC	Stewart, Andre P	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Thiel, Rachel M	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MJIDS	Thiel, Rachel M	Interdisciplinary Studies	MAJ	BA-PSYC	A&S
BA-PSYC	Thompson, Kristin Nicole	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC	Valtierra, Jaylin Noelle	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNPPA	Valtierra, Jaylin Noelle	Minor Pre-Physician Assistant	MIN	BA-PSYC	A&S
BA-PSYC	Westerberg, Sara Nicole	BA-Psychology	MAJ	BA-PSYC	A&S
ND-MNCIS	Westerberg, Sara Nicole	Minor Criminal Justice Studies	MIN	BA-PSYC	A&S
ND-MNPRP	Westerberg, Sara Nicole	Minor P&R : Phil	MIN	BA-PSYC	A&S
BA-PSYC	Wilmer, Megan Danielle	BA-Psychology	MAJ	BA-PSYC	A&S
BA-PSYC2	Adams, Melody Rae	BA-Psychology	MAJ	BA-PSYC2	A&S



BA-PSYC2	Balk, Tanner J	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Daddino, Cassiopeia Regina	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Davis, Jettison	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Evans, Michelle Marie	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Jacobson, Jamie Lynn	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Mikula, Grace Cecelia	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Newsome, Miranda Cash	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Orris, Elizabeth Anne	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Palmer, Erin E	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Robak, Amanda J	BA-Psychology	MAJ	BA-PSYC2	A&S
ND-MNCOMM	Robak, Amanda J	Minor Communication	MIN	BA-PSYC2	A&S
BA-PSYC2	Trester, Ashlyn N	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-PSYC2	Wilson, Alexis Cheyenne	BA-Psychology	MAJ	BA-PSYC2	A&S
BA-SOC	Ahumada, Savannah Rose	BA-Sociology	MAJ	BA-PSYC2	A&S
BA-SOC	Baxter, Tyler S	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Becker, Taylor Ann	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Blom, Hayley E	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNPSYC	Blom, Hayley E	Minor Psychology	MIN	BA-SOC	A&S
BA-SOC	Bushee, Brianna L	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNCJS	Bushee, Brianna L	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
BA-SOC	Deltener, Mikayla Marie	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Engum, Christian Robert	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Hathaway, Lyndsay Marie	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNCJS	Hathaway, Lyndsay Marie	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
BA-SOC	Kack, Emily J	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Lebeau, Briar I	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNCJS	Lebeau, Briar I	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
BA-SOC	Martinez, Tahtina M	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Murray, Dijon	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNCJS	Murray, Dijon	Minor Criminal Justice Studies	MIN	BA-SOC	A&S
BA-SOC	Park, Amy M	BA-Sociology	MAJ	BA-SOC	A&S
ND-MJPRP	Park, Amy M	P&R : Phil	MAJ	BA-SOC	A&S
BA-SOC	Plumley, Abigail L	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNBIOL	Plumley, Abigail L	Minor Biology	MIN	BA-SOC	A&S
BA-SOC	Pointer, Ellen Elizabeth	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Pugh, Joseph Malcolm	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNGEOG	Pugh, Joseph Malcolm	Minor Geography	MIN	BA-SOC	A&S

BA-SOC	Rolshoven, Koryn Leigh	BA-Sociology	MAJ	BA-SOC	A&S
ND-MNBIOL	Rolshoven, Koryn Leigh	Minor Biology	MIN	BA-SOC	A&S
BA-SOC	Ward, Cody D	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Weiler, Zachary Daniel	BA-Sociology	MAJ	BA-SOC	A&S
BA-SOC	Whitney, Gabriel Noah	BA-Sociology	MAJ	BA-SOC	A&S
BA-SPAN	Hibl, Leslie Ann	BA-Spanish	MAJ	BA-SPAN	A&S
ND-MNBIOL	Hibl, Leslie Ann	Minor Biology	MIN	BA-SPAN	A&S
ND-MNPIDENT	Hibl, Leslie Ann	Minor Pre-Dentistry	MIN	BA-SPAN	A&S
BA-SPAN	Lamaster, Hanna K	BA-Spanish	MAJ	BA-SPAN	A&S
BA-SPAN	Schlueter, Emily F	BA-Spanish	MAJ	BA-SPAN	A&S
BA-SPAN	Worre, Jemma M	BA-Spanish	MAJ	BA-SPAN	A&S
ND-MJCOMM	Worre, Jemma M	Communication	MAJ	BA-SPAN	A&S
BA-SSC	Belley, Louis Edmond	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Berggaard, Siri Jan	BA-Social Science	MAJ	BA-SSC	A&S
ND-MNWS	Berggaard, Siri Jan	Minor Women & Gender Studies	MIN	BA-SSC	A&S
BA-SSC	Dailey, Megan M	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Dvorak, Nicole Lynn	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Enlow, Joan Elaine	BA-Social Science	MAJ	BA-SSC	A&S
ND-MNHIST	Enlow, Joan Elaine	Minor History	MIN	BA-SSC	A&S
ND-MNPRR	Enlow, Joan Elaine	Minor P&R : Rel	MIN	BA-SSC	A&S
BA-SSC	Hamilton, Mandi Evans	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Jones, Nicholas W	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Ketteringham, Nathan M	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Tratebas, Susan Kaye	BA-Social Science	MAJ	BA-SSC	A&S
BA-SSC	Vail, Jordan Jahziah	BA-Social Science	MAJ	BA-SSC	A&S
ND-MNPSYC	Vail, Jordan Jahziah	Minor Psychology	MIN	BA-SSC	A&S
BA-SSC2	Hill, Marshalla	BA-Social Science	MAJ	BA-SSC2	A&S
ND-MNPSYC	Hill, Marshalla	Minor Psychology	MIN	BA-SSC2	A&S
BA-SSC2	Lavardure, Felina Amelia	BA-Social Science	MAJ	BA-SSC2	A&S
ND-MJIS	Lavardure, Felina Amelia	Indian Studies	MAJ	BA-SSC2	A&S
BA-THR	Condit, Elsa C	BA-Theatre Arts	MAJ	BA-THR	A&S
ND-MJENGL	Condit, Elsa C	English	MAJ	BA-THR	A&S
BA-THR	Curtis, Wesley K	BA-Theatre Arts	MAJ	BA-THR	A&S
BA-THR	Estad, Taran L	BA-Theatre Arts	MAJ	BA-THR	A&S
BA-THR	Hartwig, Erin E	BA-Theatre Arts	MAJ	BA-THR	A&S
ND-MNSOC	Hartwig, Erin E	Minor Sociology	MIN	BA-THR	A&S
BA-THR	Miller, Courtney J	BA-Theatre Arts	MAJ	BA-THR	A&S
				TRK-GEN	
				TRK-D/T	
				TRK-D/T	
				TRK-D/T	
				TRK-ACTING	

BA-THR	Ostgaard, Nicholas Kraig	BA-Theatre Arts	MAJ	TRK-D/T	BA-THR	A&S
BA-THR	Zako, Ryan James	BA-Theatre Arts	MAJ	TRK-D/T	BA-THR	A&S
BA-VA	Erickson, Alex M	BA-Visual Arts	MAJ		BA-VA	A&S
BA-VA	Jackson, Anthony Joseph	BA-Visual Arts	MAJ		BA-VA	A&S
BA-VA	Maher, Preston Hodges	BA-Visual Arts	MAJ		BA-VA	A&S
ND-MNGDA	Maher, Preston Hodges	Minor Graphic Design	MIN		BA-VA	A&S
BA-VA	Tyryfter, Mandi Lynn	BA-Visual Arts	MAJ		BA-VA	A&S
BFA-GDNAM	Brinegar, Allison A	BFA-Graphic Design	MAJ		BFA-GDNAM	A&S
BFA-GDNAM	Erdahl, Micayla D	BFA-Graphic Design	MAJ		BFA-GDNAM	A&S
BFA-GDNAM	Prochnow, Allison Diane	BFA-Graphic Design	MAJ		BFA-GDNAM	A&S
BFA-MUT	Dolan, Karter Jet	BFA-Musical Theatre	MAJ		BFA-MUT	A&S
BFA-MUT	Springs, Bethany Kristen	BFA-Musical Theatre	MAJ		BFA-MUT	A&S
BFA-MUT	Stavens, Matthew P	BFA-Musical Theatre	MAJ		BFA-MUT	A&S
BFA-VA	Boushee, Jesse Jay	BFA-Visual Arts	MAJ	EMP-JEWEL	BFA-VA	A&S
BFA-VA	Lee, Songyeon	BFA-Visual Arts	MAJ	EMP-PAINT	BFA-VA	A&S
BGS-GS	Anderson, Sara Ann	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Avdem, Olivia	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNSPED	Avdem, Olivia	Minor Special Education	MIN		BGS-GS	A&S
BGS-GS	Beston, Domeequo R	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNSOC	Beston, Domeequo R	Minor Sociology	MIN	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Boldt, Reghan M	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Boris, Ryan W	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNVA	Boris, Ryan W	Minor Visual Arts	MIN		BGS-GS	A&S
BGS-GS	Bravek, Sydney M	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Cadreau, Jessica Marie	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNCJS	Cadreau, Jessica Marie	Minor Criminal Justice Studies	MIN		BGS-GS	A&S
BGS-GS	Churchill, Gabrielle Andreeana	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNPOLS	Churchill, Gabrielle Andreeana	Minor Political Science	MIN		BGS-GS	A&S
BGS-GS	Domeier, Charles Robert	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Drady, Jessica Marie	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Fenster, Kennedy E	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNSUS	Fenster, Kennedy E	Minor Sustainability Studies	MIN		BGS-GS	A&S
BGS-GS	Flatum, Justine M	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Fogg, Sanford Leroy	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Gayton, Sydney J	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Grabarkewitz, Alana Kay	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Hansen, Caelin Rose	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S

BGS-GS	Hanson, Cheyenne M	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
ND-MNPSYC	Hanson, Cheyenne M	Minor Psychology	MIN		BGS-GS	A&S
BGS-GS	Harris, Johnathan Houston	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNCJS	Harris, Johnathan Houston	Minor Criminal Justice Studies	MIN		BGS-GS	A&S
BGS-GS	Hauck, Elizabeth Joan	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Haugen, Courtney M	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Heaser, Zachariah Donald	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Hoey, Parker J	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Hudspeth, Ashton	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Ivers, Miranda Lyn	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Jahnke, Marissa C	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Jaspers, Karen Anne	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Kack, Olivia C	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	LaCombe, Christina Ann	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNBIOL	LaCombe, Christina Ann	Minor Biology	MIN		BGS-GS	A&S
BGS-GS	Lahti, Jake M	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Malina, Ashley Marie	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Mapes, Drew Jayne	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
ND-MNPSYC	Mapes, Drew Jayne	Minor Psychology	MIN		BGS-GS	A&S
BGS-GS	Marler, Karlie Jean	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
ND-MNSPED	Marler, Karlie Jean	Minor Special Education	MIN		BGS-GS	A&S
BGS-GS	Maudal, Molly A	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	McLean, Jacob Mark	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Mccowan, Luke Marcus	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Meidinger, Mackenzie Sandra	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Meiby, Paige Marie	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Merchant, Jewri F	BGS-General Studies	MAJ		BGS-GS	A&S
BGS-GS	Merges, Hannah J	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Miller, Summer Kaye	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
ND-MNPSYC	Miller, Summer Kaye	Minor Psychology	MIN		BGS-GS	A&S
BGS-GS	Olson, Sean Lucas	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNPSYC	Olson, Sean Lucas	Minor Psychology	MIN		BGS-GS	A&S
BGS-GS	Osbakken, Courtney I	BGS-General Studies	MAJ		BGS-GS	A&S
ND-MNPSYC	Osbakken, Courtney I	Minor Psychology	MIN		BGS-GS	A&S
BGS-GS	Peltier, Colton J	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Peterson, Kyler Robert	BGS-General Studies	MAJ	SPEC-HSOT	BGS-GS	A&S
BGS-GS	Peterson, William T	BGS-General Studies	MAJ		BGS-GS	A&S

ND-MNTHEA	Peterson, William T	Minor Theatre Arts	MIN	BGS-GS	A&S
BGS-GS	Rapsch, Dominique Robert	BGS-General Studies	MAJ	BGS-GS	A&S
ND-MNECON	Rapsch, Dominique Robert	Minor Economics	MIN	BGS-GS	A&S
ND-MNGERM	Rapsch, Dominique Robert	Minor German Studies	MIN	BGS-GS	A&S
BGS-GS	Rick, Madisyn I	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Rivard, Noelle Ava	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Roberts, Alisha Rae	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Ruhe, Kyle Christopher	BGS-General Studies	MAJ	BGS-GS	A&S
ND-MNCOMM	Ruhe, Kyle Christopher	Minor Communication	MIN	BGS-GS	A&S
BGS-GS	Sand, Joseph Henry	BGS-General Studies	MAJ	BGS-GS	A&S
BGS-GS	Schafer, Brittanie LeAnn	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Simonson, Shaina Lee	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Simpron, Alyana Marie Louise Dawat	BGS-General Studies	MAJ	SPEC-HSOT	A&S
ND-MNPSYC	Simpron, Alyana Marie Louise Dawat	Minor Psychology	MIN	BGS-GS	A&S
BGS-GS	Swanson, Lydia Ann	BGS-General Studies	MAJ	BGS-GS	A&S
BGS-GS	Turner-Strong, Alyssa S	BGS-General Studies	MAJ	BGS-GS	A&S
ND-MNPSYC	Turner-Strong, Alyssa S	Minor Psychology	MIN	BGS-GS	A&S
BGS-GS	Walthers, Kylie M	BGS-General Studies	MAJ	BGS-GS	A&S
BGS-GS	Wisti, Cameron John	BGS-General Studies	MAJ	BGS-GS	A&S
ND-MNPADM	Wisti, Cameron John	Minor Public Administration	MIN	BGS-GS	A&S
ND-MNPOLS	Wisti, Cameron John	Minor Political Science	MIN	BGS-GS	A&S
BGS-GS	Yoosook, Penelope	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Yunker, Mimi Christine	BGS-General Studies	MAJ	SPEC-HSOT	A&S
BGS-GS	Ziliak, James Scott	BGS-General Studies	MAJ	BGS-GS	A&S
BGS-GS2	Bell, Susan Ann	BGS-General Studies	MAJ	BGS-GS2	A&S
BGS-GS2	Bonn, Eric D	BGS-General Studies	MAJ	BGS-GS2	A&S
ND-MNAVM	Bonn, Eric D	Minor Aviation Management	MIN	BGS-GS2	A&S
ND-MNPFF	Bonn, Eric D	Minor Professional Flight	MIN	BGS-GS2	A&S
BGS-GS2	Kickert, Rebecca Marie	BGS-General Studies	MAJ	BGS-GS2	A&S
ND-MNGEOL	Kickert, Rebecca Marie	Minor Geology	MIN	BGS-GS2	A&S
BGS-GS2	Menke, Michael Joseph	BGS-General Studies	MAJ	BGS-GS2	A&S
BGS-GS2	Schultz, Delaney G	BGS-General Studies	MAJ	BGS-GS2	A&S
BGS-GS2	Trottier, Dalton Joseph	BGS-General Studies	MAJ	BGS-GS2	A&S
BM-MUSCED	Borchardt, Alison Esther	BM-Music Education	MAJ	EMP-MUSCEI	BM-MUSCED
BM-MUSCED	Borchardt, Alison Esther	BM-Music Education	MAJ	TRK-CHORAL	BM-MUSCED
BM-MUSCED	Rue, Hannah M	BM-Music Education	MAJ	TRK-CHORAL	BM-MUSCED
BM-MUSCED	Vasilakes, Sierra Skye	BM-Music Education	MAJ	EMP-MUSCEI	BM-MUSCED

BM-MUSCPR	Agan, Rachel N	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
BM-MUSCPR	Fisher, Jonas Daniel	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
ND-MNMATH	Fisher, Jonas Daniel	Minor Mathematics	MIN		BM-MUSCPR	A&S
BM-MUSCPR	Larson, David R	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
BM-MUSCPR	Morrissey, Michael V	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
BM-MUSCPR	Murray, Paul Samuel	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
BM-MUSCPR	Taralson, Christiena Louise	BM-Music Performance	MAJ	EMP-MUSCPI	BM-MUSCPR	A&S
BM-MUSCTH	Meland, Michaela Suzanne	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
ND-MNPSYC	Meland, Michaela Suzanne	Minor Psychology	MIN		BM-MUSCTH	A&S
ND-MNSPED	Meland, Michaela Suzanne	Minor Special Education	MIN		BM-MUSCTH	A&S
BM-MUSCTH	Meland, Michaela Suzanne	BM-Music Therapy	MAJ		BM-MUSCTH	A&S
ND-MNPSYC	Richtsmeier, Cassandra Jade	Minor Psychology	MIN		BM-MUSCTH	A&S
BS-BIOL	Richtsmeier, Cassandra Jade	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
ND-MNPSYC	Beutz, Brittany Jean	Minor Psychology	MIN		BS-BIOL	A&S
BS-BIOL	Beutz, Brittany Jean	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Burgard, Jayne Leigh	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
ND-MNPMED	Dallum, Nicholas B	Minor Pre-Medicine	MIN		BS-BIOL	A&S
BS-BIOL	Dallum, Nicholas B	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
ND-MNPMED	Dallum, Zachary D	Minor Pre-Medicine	MIN		BS-BIOL	A&S
BS-BIOL	Dallum, Zachary D	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Fossen, Zachary Jay	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Grinde, Cassidy Kay	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
ND-MNPPHAR	Grinde, Cassidy Kay	Minor Pre-Pharmacy	MIN		BS-BIOL	A&S
BS-BIOL	Hanson, Paige Catherine	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Hidde, Lauren N	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Morse, Kiah L	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Olstad, Christina Lee	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Onchuck, Brody Daniel	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Said, Iman A	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Smith, Emma Claire	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOL	Woutat, Tanner J	BS-Biology	MAJ	OPT-GENBIO	BS-BIOL	A&S
BS-BIOLPH	Anderson, Ryan John	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
ND-MNPMED	Anderson, Ryan John	Minor Pre-Medicine	MIN		BS-BIOLPH	A&S
BS-BIOLPH	Bahr, Harmoni M	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
ND-MNCHEM	Bahr, Harmoni M	Minor Chemistry	MIN		BS-BIOLPH	A&S
ND-MNPMED	Bahr, Harmoni M	Minor Pre-Medicine	MIN		BS-BIOLPH	A&S
BS-BIOLPH	Bauer, Chaz James	BS-Biology / Profsnl Health	MAJ		BS-BIOLPH	A&S
ND-MNPDENT	Bauer, Chaz James	Minor Pre-Dentistry	MIN		BS-BIOLPH	A&S

BS-BIOLPH	Boike, Sydney Christine	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Boike, Sydney Christine	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Breigenzer, Amy K	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPSYC	Breigenzer, Amy K	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Brown, Christopher Charles	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCJS	Brown, Christopher Charles	Minor Criminal Justice Studies	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Burr, Keana Rheal	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPSYC	Burr, Keana Rheal	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Callahan, Ryan Murphy	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Callahan, Ryan Murphy	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Enns, Cayde P	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Fiedler, Luke J	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Fiedler, Luke J	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Fiedler, Luke J	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Fix, Hailey Laura	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Fix, Hailey Laura	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Floura, Mitchell T	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Floura, Mitchell T	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Folske Jr, Thomas John	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Folske Jr, Thomas John	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Grewe, David W	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPPA	Grewe, David W	Minor Pre-Physician Assistant	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Grob, Emily J	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Grob, Emily J	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Grob, Emily J	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Grob, Emily J	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Hackworth, Alisha Nicole	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPSYC	Hackworth, Alisha Nicole	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Hanson, Benjamin L	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPIDENT	Hanson, Benjamin L	Minor Pre-Dentistry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Haugen, Jacob Otto	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Hoganson, Ashley Ann	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Horner, Anna Marie	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Horner, Anna Marie	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Horner, Anna Marie	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Horner, Anna Marie	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Irsfeld, Grace I	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S

ND-MNPMED	Irsfeld, Grace I	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Jochim, Madison D	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MJHON	Jochim, Madison D	Honors Program	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Jochim, Madison D	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Jochim, Madison D	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Jochim, Madison D	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Kern, Haylea A	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Larsen, Riley William	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Larsen, Riley William	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Lauckner, Bo Haakon James	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Lauckner, Bo Haakon James	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	McCarty, Connor Truman Paul	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Mohamoud, Asha A.	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Mohamoud, Asha A.	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Mueller, Madison P	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPIDENT	Mueller, Madison P	Minor Pre-Dentistry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Nelson, Jessica	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Nelson, Jessica	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Nelson, Jessica	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Olson, Kayla Ann	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Olson, Kayla Ann	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Olson, Kayla Ann	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Overland, Tracer	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Overland, Tracer	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Pettis, Haley Marie	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Ploom, Emily Katleen	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Ploom, Emily Katleen	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Ploom, Stacy Leeann	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Ploom, Stacy Leeann	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Proulx, Anna Dolores	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Proulx, Anna Dolores	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNSPAN	Proulx, Anna Dolores	Minor Spanish	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Reisenauer, Molly Jo	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPIDENT	Reisenauer, Molly Jo	Minor Pre-Dentistry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Rusten, Mitchell Arnold	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Rusten, Mitchell Arnold	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Rusten, Mitchell Arnold	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S



ND-MNPSYC	Rusten, Mitchell Arnold	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Schafer, Justin L	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Schafer, Justin L	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Schafer, Justin L	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Schafer, Justin L	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Schreier, Foley Jefferson	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Schreier, Foley Jefferson	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Sheehan, Quinn A	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
BS-BIOLPH	Sorenson, Jordyn Ariana	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Sorenson, Jordyn Ariana	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPMED	Sorenson, Jordyn Ariana	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
ND-MNPSYC	Sorenson, Jordyn Ariana	Minor Psychology	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Straus, Tyler Jonathan	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Straus, Tyler Jonathan	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Thomas Jr, Harold Todd	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	Thomas Jr, Harold Todd	Minor Chemistry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Tran, Bao V	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPPA	Tran, Bao V	Minor Pre-Physician Assistant	MIN	BS-BIOLPH	A&S
BS-BIOLPH	VanGrinsven, Madison Rae	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNCHEM	VanGrinsven, Madison Rae	Minor Chemistry	MIN	BS-BIOLPH	A&S
ND-MNPOPT	VanGrinsven, Madison Rae	Minor Pre-Optometry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Weisenburger, Bailey Marae	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPOPT	Weisenburger, Bailey Marae	Minor Pre-Optometry	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Wessman, Mary K	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPMED	Wessman, Mary K	Minor Pre-Medicine	MIN	BS-BIOLPH	A&S
BS-BIOLPH	Williamson, Michael J	BS-Biology / Profsnl Health	MAJ	BS-BIOLPH	A&S
ND-MNPDENT	Williamson, Michael J	Minor Pre-Dentistry	MIN	BS-BIOLPH	A&S
BS-CHEM	Lilleboe, Lacy Jayne	BS-Chemistry	MAJ	BS-CHEM	A&S
ND-MNBIOL	Lilleboe, Lacy Jayne	Minor Biology	MIN	BS-CHEM	A&S
ND-MNPSYC	Lilleboe, Lacy Jayne	Minor Psychology	MIN	BS-CHEM	A&S
BS-CHEM	Skavhaug, Noah Lane	BS-Chemistry	MAJ	BS-CHEM	A&S
ND-MNMATH	Skavhaug, Noah Lane	Minor Mathematics	MIN	BS-CHEM	A&S
BS-CHEM	Thoenke, Mariah	BS-Chemistry	MAJ	BS-CHEM	A&S
ND-MNBIOL	Thoenke, Mariah	Minor Biology	MIN	BS-CHEM	A&S
BS-FRS	Bonds, Hailee Marie	BS-Forensic Science	MAJ	BS-FRS	A&S
BS-FRS	Brosius, Michaela Elisabeth	BS-Forensic Science	MAJ	BS-FRS	A&S
ND-MNBIOL	Brosius, Michaela Elisabeth	Minor Biology	MIN	BS-FRS	A&S

BS-FRS	Cronin, Lawrence K	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
ND-MNBIOL	Cronin, Lawrence K	Minor Biology	MIN		BS-FRS	A&S
ND-MNCHEM	Cronin, Lawrence K	Minor Chemistry	MIN		BS-FRS	A&S
BS-FRS	Emond, Jessica L	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
ND-MNCHEM	Emond, Jessica L	Minor Chemistry	MIN		BS-FRS	A&S
BS-FRS	Haglund, Mercades Jade	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
BS-FRS	Jaeger, Hana Ruby	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
ND-MNCIS	Jaeger, Hana Ruby	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
BS-FRS	Kritzer, Madison B	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
ND-MNCIS	Kritzer, Madison B	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
BS-FRS	McLean, Olivia Dawn	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
ND-MNCIS	McLean, Olivia Dawn	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
BS-FRS	Rehn, Grace Gabrielle	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
BS-FRS	Riehl, Cora Jo-Elaine	BS-Forensic Science	MAJ	TRK-EVIDT	BS-FRS	A&S
BS-FRS	Swanson, Erin Grace	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
ND-MNBIOL	Swanson, Erin Grace	Minor Biology	MIN		BS-FRS	A&S
ND-MNCJS	Swanson, Erin Grace	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
BS-FRS	Wolkenhauer, Caitlan Ann Marie	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
ND-MNBIOL	Wolkenhauer, Caitlan Ann Marie	Minor Biology	MIN		BS-FRS	A&S
BS-FRS	Yang, Linda	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
BS-FRS	Young, Mariah Lynn	BS-Forensic Science	MAJ	TRK-EVIDA	BS-FRS	A&S
ND-MNBIOL	Young, Mariah Lynn	Minor Biology	MIN		BS-FRS	A&S
ND-MNCHEM	Young, Mariah Lynn	Minor Chemistry	MIN		BS-FRS	A&S
ND-MNCJS	Young, Mariah Lynn	Minor Criminal Justice Studies	MIN		BS-FRS	A&S
BS-GEOG	Fontaine, Kael Mikal	BS-Geography	MAJ	EMP-GEOGEG	BS-GEOG	A&S
BS-GEOG	Pawlak, Daniel Bragg	BS-Geography	MAJ	EMP-GEOGCU	BS-GEOG	A&S
ND-MNARTH	Pawlak, Daniel Bragg	Minor Art History and Museum S	MIN		BS-GEOG	A&S
BS-GEOG	Saal, Nicholas R	BS-Geography	MAJ	EMP-GEOGCU	BS-GEOG	A&S
ND-MJHON	Saal, Nicholas R	Honors Program	MAJ		BS-GEOG	A&S
ND-MNSPAN	Saal, Nicholas R	Minor Spanish	MIN		BS-GEOG	A&S
BS-GEOG	Sherman, Samuel Isaac	BS-Geography	MAJ	EMP-GEOGCU	BS-GEOG	A&S
ND-MNSUS	Sherman, Samuel Isaac	Minor-Sustainability Studies	MIN		BS-GEOG	A&S
BS-GEOG	Swanson, Jordan Michael	BS-Geography	MAJ	EMP-GEOGEG	BS-GEOG	A&S
BS-IDS	Barstad, Kaylen Jo	BS-Interdisciplinary Hlth Studies	MAJ		BS-IDS	A&S
ND-MNGERM	Barstad, Kaylen Jo	Minor German Studies	MIN		BS-IDS	A&S
ND-MNPMED	Barstad, Kaylen Jo	Minor Pre-Medicine	MIN		BS-IDS	A&S
ND-MNPSYC	Barstad, Kaylen Jo	Minor Psychology	MIN		BS-IDS	A&S

BS-IDS	Bezabih, Tewodros Mulugeta	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
BS-IDS	Bloch, Nicole Ashley	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
ND-MNPPA	Bloch, Nicole Ashley	Minor Pre-Physician Assistant	MIN		BS-IDS	A&S
BS-IDS	Campbell, Zachary Allen	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
ND-MNPPA	Campbell, Zachary Allen	Minor Pre-Physician Assistant	MIN		BS-IDS	A&S
BS-IDS	Eichhorst, Phoebe L	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
ND-MJGEOG	Eichhorst, Phoebe L	Geography	MAJ	EMP-GEOGCU	BS-IDS	A&S
BS-IDS	Fix, Rachael Lynn	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
ND-MNMUSC	Fix, Rachael Lynn	Minor Music	MIN	MINOR-A&S	BS-IDS	A&S
ND-MNPCHIR	Fix, Rachael Lynn	Minor Pre-Chiropractic	MIN		BS-IDS	A&S
BS-IDS	Haugtvedt, Samantha R	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
BS-IDS	Hilmoe, Ryan Chase	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
BS-IDS	Lamaster, Hanna K	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
BS-IDS	Lamb, Madison Marie	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
ND-MNPPA	Lamb, Madison Marie	Minor Pre-Physician Assistant	MIN		BS-IDS	A&S
BS-IDS	Lantz, Rachel Sierra Pauline	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
BS-IDS	Mattson, Jada J	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
ND-MNPOPT	Mattson, Jada J	Minor Pre-Optometry	MIN		BS-IDS	A&S
BS-IDS	Rone, Ashley Anne Marie	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
ND-MNBIOL	Rone, Ashley Anne Marie	Minor Biology	MIN		BS-IDS	A&S
ND-MNCHEM	Rone, Ashley Anne Marie	Minor Chemistry	MIN		BS-IDS	A&S
ND-MNPMED	Rone, Ashley Anne Marie	Minor Pre-Medicine	MIN		BS-IDS	A&S
BS-IDS	Stewart, Kristin L	BS-Interdiscplnry Hlth Studies	MAJ	CON-HS	BS-IDS	A&S
ND-MNPPA	Stewart, Kristin L	Minor Pre-Physician Assistant	MIN		BS-IDS	A&S
BS-IDS	Verbitsky, Nikolai Kristofer	BS-Interdiscplnry Hlth Studies	MAJ		BS-IDS	A&S
BS-MATH	Allen, Jennifer Marie	BS-Mathematics	MAJ	OPT-TCERTM	BS-MATH	A&S
BS-MATH	Barthel, Nicole Delores	BS-Mathematics	MAJ	OPT-TCERTM	BS-MATH	A&S
BS-MATH	Findlay, Tiffany Jean	BS-Mathematics	MAJ		BS-MATH	A&S
ND-MNPSYC	Findlay, Tiffany Jean	Minor Psychology	MIN		BS-MATH	A&S
BS-MATH	Hollister, James G	BS-Mathematics	MAJ		BS-MATH	A&S
BS-MATH	Johnson, Bret M	BS-Mathematics	MAJ		BS-MATH	A&S
ND-MNSTT	Johnson, Bret M	Minor Statistics	MIN		BS-MATH	A&S
BS-MATH	Misialek, Ty D	BS-Mathematics	MAJ		BS-MATH	A&S
BS-MATH	Rokke, Abby Rose	BS-Mathematics	MAJ		BS-MATH	A&S
ND-MNPMED	Rokke, Abby Rose	Minor Pre-Medicine	MIN		BS-MATH	A&S
BS-MATH	Schiroo, James Edwin	BS-Mathematics	MAJ		BS-MATH	A&S
BS-MATH	Schueler, Nicole L	BS-Mathematics	MAJ	OPT-TCERTM	BS-MATH	A&S

BS-MATH	Varpness, Joseph John	BS-Mathematics	MAJ	MAJ	BS-MATH	A&S
BS-PHYS	Geissinger, John C	BS-Physics	MAJ	MAJ	BS-PHYS	A&S
ND-MNMATH	Geissinger, John C	Minor Mathematics	MIN	MIN	BS-PHYS	A&S
ND-MNPMED	Geissinger, John C	Minor Pre-Medicine	MIN	MIN	BS-PHYS	A&S
BS-PHYS	Moller, Katherine A	BS-Physics	MAJ	MAJ	BS-PHYS	A&S
ND-MNMATH	Moller, Katherine A	Minor Mathematics	MIN	MIN	BS-PHYS	A&S
BS-PHYS	Peterson, Christian Paul	BS-Physics	MAJ	MAJ	BS-PHYS	A&S
BS-PHYS	Sponsel, Nicholas Love	BS-Physics	MAJ	MAJ	BS-PHYS	A&S
ND-MNGEOL	Sponsel, Nicholas Love	Minor Geology	MIN	MIN	BS-PHYS	A&S
ND-MNMATH	Sponsel, Nicholas Love	Minor Mathematics	MIN	MIN	BS-PHYS	A&S
BS-PHYS	Swanson, Sydney Christina	BS-Physics	MAJ	MAJ	BS-PHYS	A&S
ND-MJMATH	Swanson, Sydney Christina	Mathematics	MAJ	MAJ	BS-PHYS	A&S
ND-MNCSCI	Swanson, Sydney Christina	Minor Computer Science	MIN	MIN	BS-PHYS	A&S
BS-PSYC	Blondell, Carley R	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNSOC	Blondell, Carley R	Minor Sociology	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Brooks, Alison P	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNPMED	Brooks, Alison P	Minor Pre-Medicine	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Brumbaugh, Bethany J	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNBIOL	Brumbaugh, Bethany J	Minor Biology	MIN	MIN	BS-PSYC	A&S
ND-MNPMED	Brumbaugh, Bethany J	Minor Pre-Medicine	MIN	MIN	BS-PSYC	A&S
ND-MNSPAN	Brumbaugh, Bethany J	Minor Spanish	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Brunner, Marina Nicole	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNBIOL	Brunner, Marina Nicole	Minor Biology	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Cardarelle, Hannah E	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNSPED	Cardarelle, Hannah E	Minor Special Education	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Demarais, Kayla Mae	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNBIOL	Demarais, Kayla Mae	Minor Biology	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Devier, Gretchen Nicole	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
BS-PSYC	Dirksen, Ashley V	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
BS-PSYC	Durheim, Ashley Rae	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNCJS	Durheim, Ashley Rae	Minor Criminal Justice Studies	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Ellelson, Calli M	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
BS-PSYC	Evans, Matthew Corban	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
BS-PSYC	Good, Evan M	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
ND-MNBIOL	Good, Evan M	Minor Biology	MIN	MIN	BS-PSYC	A&S
BS-PSYC	Gutformson, Kelsey Kaye	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S
BS-PSYC	Hanson, Mercedes M	BS-Psychology	MAJ	MAJ	BS-PSYC	A&S

BS-PSYC	Hennessy, Colin Roy	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNLEAD	Hennessy, Colin Roy	Minor Leadership	MIN	BS-PSYC	A&S
BS-PSYC	Johnson, Alexandra Leigh	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Junker, Clare J	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Kopp, Macy Jo	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNPPA	Kopp, Macy Jo	Minor Pre-Physician Assistant	MIN	BS-PSYC	A&S
BS-PSYC	Lundebrek, Madisen R	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	MacDonald, Shawn J	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Mann, Paige N	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	McLain, Breanna Rochelle	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNPMED	McLain, Breanna Rochelle	Minor Pre-Medicine	MIN	BS-PSYC	A&S
BS-PSYC	Miller, Zachary Jerry	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNPMED	Miller, Zachary Jerry	Minor Pre-Medicine	MIN	BS-PSYC	A&S
BS-PSYC	Moun, Adrianna Christine	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNPMED	Moun, Adrianna Christine	Minor Pre-Medicine	MIN	BS-PSYC	A&S
BS-PSYC	Ngale, Susy Kate J	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNBIOL	Ngale, Susy Kate J	Minor Biology	MIN	BS-PSYC	A&S
BS-PSYC	Ngoran, Brendan Bongyi	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Novak, Taylor Jean	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Paulson, Tieg V	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Peterson, McKenzie R	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Posthumus, Kristin Danielle	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNBIOL	Posthumus, Kristin Danielle	Minor Biology	MIN	BS-PSYC	A&S
BS-PSYC	Reiff, Adam R	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Salata, Raymond Joseph	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MJCHEM	Salata, Raymond Joseph	Chemistry	MAJ	BS-PSYC	A&S
ND-MNCSLC	Salata, Raymond Joseph	Minor Chinese Std: Lang/Cultur	MIN	BS-PSYC	A&S
BS-PSYC	St Germaine, Taylor Layne	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNPMED	St Germaine, Taylor Layne	Minor Pre-Medicine	MIN	BS-PSYC	A&S
BS-PSYC	Volkmann, Kelsey K	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Wolff, Jenna Marie	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNGRN	Wolff, Jenna Marie	Minor Gerontology	MIN	BS-PSYC	A&S
BS-PSYC	Yapel, Victoria Villella	BS-Psychology	MAJ	BS-PSYC	A&S
BS-PSYC	Zinger, Alicia E	BS-Psychology	MAJ	BS-PSYC	A&S
ND-MNGRN	Zinger, Alicia E	Minor Gerontology	MIN	BS-PSYC	A&S
BS-PSYC2	Bakker, Kaitlin K	BS-Psychology	MAJ	BS-PSYC2	A&S
BS-PSYC2	Peltier, Christian Matthew	BS-Psychology	MAJ	BS-PSYC2	A&S

BS-PSYC2	Percoski, Ashley Lynn	BS-Psychology	MAJ	BS-PSYC2	A&S
BS-PSYC2	Young, Amber Len	BS-Psychology	MAJ	BS-PSYC2	A&S
BSCHEM-CHM	Berg, Tyson Christopher	BSCHEM-ACS	MAJ	BSCHEM-CHM	A&S
BSCHEM-CHM	Kirk, Jeremy Allan	BSCHEM-ACS	MAJ	BSCHEM-CHM	A&S
BSCHEM-CHM	Van Orman, Brielle Lee	BSCHEM-ACS	MAJ	BSCHEM-CHM	A&S
ND-MJHON	Van Orman, Brielle Lee	Honors Program	MAJ	BSCHEM-CHM	A&S
ND-MNBIOL	Van Orman, Brielle Lee	Minor Biology	MIN	BSCHEM-CHM	A&S
BSCJS-CJS	Ahumada, Savannah Rose	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Baxter, Tyler S	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Chartrand, Danys R	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Contino, Emma T	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	Contino, Emma T	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	DePaulis, Maija Elizabeth	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	DePaulis, Maija Elizabeth	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Deltener, Mikayla Marie	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	Deltener, Mikayla Marie	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Dillabough, Alexander Matthew	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNSOC	Dillabough, Alexander Matthew	Minor Sociology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Engum, Christian Robert	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Flynn, Sawyer R	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNHIST	Flynn, Sawyer R	Minor History	MIN	BSCJS-CJS	A&S
ND-MNPSYC	Flynn, Sawyer R	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Haglund, Mercades Jade	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Hengel, Benjamin R	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNGERM	Hengel, Benjamin R	Minor German Studies	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Hernandez, Seferino	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Hochhalter, Rick Allen	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	Hochhalter, Rick Allen	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Janshen, Khrystal K	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNCUA	Janshen, Khrystal K	Minor Chemical Dependency	MIN	BSCJS-CJS	A&S
ND-MNPSYC	Janshen, Khrystal K	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Junker, Clare J	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNSOC	Junker, Clare J	Minor Sociology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Kack, Emily J	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Kanta, Jamie	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	Kanta, Jamie	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Ketteringham, Nathan M	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S

BSCJS-CJS	Litman, Logan D	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNSOC	Litman, Logan D	Minor Sociology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Martinez, Tahtina M	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Moe, Mats Skarabraten	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNSOC	Moe, Mats Skarabraten	Minor Sociology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Morlock, Abbie Jean	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPRP	Morlock, Abbie Jean	Minor P&R : Phil	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Page, Brenna Nerys	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Pointer, Ellen Elizabeth	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNPSYC	Pointer, Ellen Elizabeth	Minor Psychology	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Pugh, Joseph Malcolm	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Roberts, Jordin Marie	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Robichaud, Alison A	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
ND-MNGETEC	Robichaud, Alison A	Minor Geospatial Technologies	MIN	BSCJS-CJS	A&S
BSCJS-CJS	Sporich, Karli J	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Ward, Cody D	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Weiler, Zachary Daniel	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Whipkey, Brandon Loren	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Whitney, Gabriel Noah	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Wolkenhauer, Caitlan Ann Marie	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Yang, Linda	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSCJS-CJS	Zerfas, Madison R	BSCJS-Criminal Justice Studies	MAJ	BSCJS-CJS	A&S
BSFWB-FWB	Frigon, Kevin M	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Hart, Ryan E	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Honcharenko, Stephanie Marie	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
ND-MNGEOG	Honcharenko, Stephanie Marie	Minor Geography	MIN	BSFWB-FWB	A&S
BSFWB-FWB	Johnson, Taylor Ann	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Keller, Abby Linh	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Malchow, Ean T	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Morehouse, Ayla	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Nelson, Allicyn Rose	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
BSFWB-FWB	Sogge, Alyssa M	BSFWB-Fisheries & Wildlife Bio	MAJ	BSFWB-FWB	A&S
CERT-FRC	Aldridge, Sayjen Marie	CERT-French	MAJ	CERT-FRC	A&S
CERT-FRC	Walker, Christina Elizabeth	CERT-French	MAJ	CERT-FRC	A&S
CERT-NRN	Findlay, Tiffany Jean	CERT-Norwegian	MAJ	CERT-NRN	A&S
CERT-SPS	Aldridge, Sayjen Marie	CERT-Spanish	MAJ	CERT-SPS	A&S
CERT-WRE	Baesler, Bailey Shaye	CERT-Writing & Editing	MAJ	CERT-WRE	A&S

CERT-WRE	Walker, Christina Elizabeth	CERT-Writing & Editing	MAJ	CERT-WRE	A&S
CERT-WRE	Weider, George Hunter	CERT-Writing & Editing	MAJ	CERT-WRE	A&S
CERT-WRE	Young, Morgan Lous	CERT-Writing & Editing	MAJ	CERT-WRE	A&S
BA-POLS	Bjorklund, John T	BAPS-Political Science	MAJ	BA-POLS	BPA
BA-POLS	Kelly, Aidan Lemuel	BAPS-Political Science	MAJ	BA-POLS	BPA
BA-POLS	Kelsch, Michael	BAPS-Political Science	MAJ	BA-POLS	BPA
ND-MNPADM	Kelsch, Michael	Minor Public Administration	MIN	BA-POLS	BPA
BA-POLS	Kemp, Reid Daniel	BAPS-Political Science	MAJ	BA-POLS	BPA
BA-POLS	Palmer, Kyra Ann	BAPS-Political Science	MAJ	BA-POLS	BPA
ND-MJHON	Palmer, Kyra Ann	Honors Program	MAJ	BA-POLS	BPA
ND-MNCSLC	Palmer, Kyra Ann	Minor Chinese Std: Lang/Cultur	MIN	BA-POLS	BPA
ND-MNPMED	Palmer, Kyra Ann	Minor Pre-Medicine	MIN	BA-POLS	BPA
BA-POLS	Roberts, Jordyn Marie	BAPS-Political Science	MAJ	BA-POLS	BPA
BA-POLS	Thraikill, Liam Odin	BAPS-Political Science	MAJ	BA-POLS	BPA
ND-MNECON	Thraikill, Liam Odin	Minor Economics	MIN	BA-POLS	BPA
BA-POLS	Woinarowicz, Matthew B	BAPS-Political Science	MAJ	BA-POLS	BPA
BA-POLS	Zukic, Ermina	BAPS-Political Science	MAJ	BA-POLS	BPA
ND-MJPRP	Zukic, Ermina	P&R : Phil	MAJ	BA-POLS	BPA
ND-MNCHS	Zukic, Ermina	Minor Chinese Std / Clt & Bus	MIN	BA-POLS	BPA
BACC-ACCT	Anderson, Lauren Ashley	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Anderson, Michael Alan	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Bonsen, Ryan A	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNISYS	Bonsen, Ryan A	Minor Information Systems	MIN	BACC-ACCT	BPA
BACC-ACCT	Dahlke, Morgan L	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNISYS	Dahlke, Morgan L	Minor Information Systems	MIN	BACC-ACCT	BPA
BACC-ACCT	Dukart, Jace C	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Dziewieczynski, Benjamin A	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNMATH	Dziewieczynski, Benjamin A	Minor Mathematics	MIN	BACC-ACCT	BPA
BACC-ACCT	Foley, Dylan James	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Ford, Matthew Christopher	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Freeman, Benjamin William	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Hanson, Erik Richard	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNPOLS	Hanson, Erik Richard	Minor Political Science	MIN	BACC-ACCT	BPA
BACC-ACCT	Hiltner, Cole Douglas	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Keller, Kallisha Marie	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNLEAD	Keller, Kallisha Marie	Minor Leadership	MIN	BACC-ACCT	BPA
BACC-ACCT	Kohler, MaKayla Marie	BACC-Accountancy	MAJ	BACC-ACCT	BPA

CON-LAW



BACC-ACCT	Libby, Tyson Bradley	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Long, Michael Gregory	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Longie, Kass Alexander	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNECON	Longie, Kass Alexander	Minor Economics	MIN	BACC-ACCT	BPA
BACC-ACCT	Lund, Payton R	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Markovic, Madison Lee	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Mattson, Sidney D	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	McDonald, Erika Kay	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNSPAN	McDonald, Erika Kay	Minor Spanish	MIN	BACC-ACCT	BPA
BACC-ACCT	McDowell, Elizabeth E	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	McGregor, Julia Wynn	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Mitzel, Leann Marie	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Nelson, Japheth	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Otto, Taylor Ann	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Pallen, Bryan W	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Plante, Zachary Clifford	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Sandy, Gabriel J	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Schock, James Dale	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNLEAD	Schock, James Dale	Minor Leadership	MIN	BACC-ACCT	BPA
BACC-ACCT	Simon, Peter E	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Slick, Christian J	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNECON	Slick, Christian J	Minor Economics	MIN	BACC-ACCT	BPA
BACC-ACCT	Swenson, Olivia A	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNCOMM	Swenson, Olivia A	Minor Communication	MIN	BACC-ACCT	BPA
BACC-ACCT	Van Erp, Petric T	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BACC-ACCT	Walker, Allison Anne	BACC-Accountancy	MAJ	BACC-ACCT	BPA
ND-MNLEAD	Walker, Allison Anne	Minor Leadership	MIN	BACC-ACCT	BPA
BACC-ACCT	Welsh, Brody Robert	BACC-Accountancy	MAJ	BACC-ACCT	BPA
BBA-APM	Barkaitis, Mantvydas	BBA-Airport Management	MAJ	BBA-APM	BPA
ND-MNMETS	Barkaitis, Mantvydas	Minor Military Science	MIN	BBA-APM	BPA
BBA-APM	Bollinger, Patrick William	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-APM	Dorn, Douglas P	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-APM	Nelson, Danielle J	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-APM	Presler, Lakyn Alexandra	BBA-Airport Management	MAJ	BBA-APM	BPA
ND-MNGERM	Presler, Lakyn Alexandra	Minor German Studies	MIN	BBA-APM	BPA
BBA-APM	Wagner, Dakota Michael	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-APM	Wahl, Corbin Michael	BBA-Airport Management	MAJ	BBA-APM	BPA
				SPEC-SAFE	

BBA-APM	Ward, Codie Allen	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-APM	Whitt, Emily Rose	BBA-Airport Management	MAJ	BBA-APM	BPA
BBA-AVM	Colbacchini, Scott Joseph	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Cuda, Jacob A	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Fiori IV, Joseph J	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Hoff, Steven Judd	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Knapp, Brandon David	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Layoun, Kevin Michael	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-AVM	Lipson, Mitchell Allyn	BBA-Aviation Management	MAJ	BBA-AVM	BPA
ND-MNECON	Lipson, Mitchell Allyn	Minor Economics	MIN	BBA-AVM	BPA
BBA-AVM	Niederer, Zachary C	BBA-Aviation Management	MAJ	BBA-AVM	BPA
BBA-BFE	Hagen, Zachary L	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Henry, Katie Louise	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Higlin, Micaela Joe	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Martin, Theodore J	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Oliger, Chase T	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Schilling, Brandon Patrick	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Sczepanski, Hunter	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Shores, Andrew Dale	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BFE	Sinchury, Deo	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
ND-MNMATH	Sinchury, Deo	Minor Mathematics	MIN	BBA-BFE	BPA
BBA-BFE	Thompson, Benjamin Henry	BBA-Banking & Financial Econ	MAJ	BBA-BFE	BPA
BBA-BSE	Hicks, Eli D	BBA-Business Economics	MAJ	BBA-BSE	BPA
ND-MNPOLS	Hicks, Eli D	Minor Political Science	MIN	BBA-BSE	BPA
BBA-BSE	Lech, Adam Joseph	BBA-Business Economics	MAJ	BBA-BSE	BPA
ND-MJOSCM	Lech, Adam Joseph	Operations & Supply Chain Mgmt	MAJ	BBA-BSE	BPA
ND-MNMATH	Lech, Adam Joseph	Minor Mathematics	MIN	BBA-BSE	BPA
BBA-BSE	May, Eric T	BBA-Business Economics	MAJ	BBA-BSE	BPA
ND-MNLEAD	May, Eric T	Minor Leadership	MIN	BBA-BSE	BPA
BBA-BSE	Nord, Zachary Edward	BBA-Business Economics	MAJ	BBA-BSE	BPA
BBA-BSE	Sauber, Krista Lyn	BBA-Business Economics	MAJ	BBA-BSE	BPA
ND-MNPRP	Sauber, Krista Lyn	Minor P&R : Phil	MIN	BBA-BSE	BPA
BBA-BSE	Shaide, Brock A	BBA-Business Economics	MAJ	BBA-BSE	BPA
ND-MNPOLS	Shaide, Brock A	Minor Political Science	MIN	BBA-BSE	BPA
BBA-ENTR	Bushy, Alexis L	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
ND-MNLEAD	Bushy, Alexis L	Minor Leadership	MIN	BBA-ENTR	BPA
BBA-ENTR	Clark, Dillon A	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA

ND-MNECON	Clark, Dillon A	Minor Economics	MIN	BBA-ENTR	BPA
BBA-ENTR	Gillund, Brett Thomas	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
ND-MNECON	Gillund, Brett Thomas	Minor Economics	MIN	BBA-ENTR	BPA
BBA-ENTR	Haag, Peyton R	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	Hager, Alexander Steven	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
ND-MNLEAD	Hager, Alexander Steven	Minor Leadership	MIN	BBA-ENTR	BPA
BBA-ENTR	Kruger, Jace David	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	Lundeen, Evan M	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	Payton, Benjamin Robert	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	Salvione, Shayla Kaye	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	Sampson, Wyatt D	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
BBA-ENTR	West, Bridget L	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
ND-MJOSCM	West, Bridget L	Operations & Supply Chain Mgmt	MAJ	BBA-ENTR	BPA
ND-MNVA	West, Bridget L	Minor Visual Arts	MIN	BBA-ENTR	BPA
BBA-ENTR	Xu, Kaiyue	BBA-Entrepreneurship	MAJ	BBA-ENTR	BPA
ND-MNLEAD	Xu, Kaiyue	Minor Leadership	MIN	BBA-ENTR	BPA
BBA-HRM	Carpenter, Amanda Lynn	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
ND-MNLEAD	Carpenter, Amanda Lynn	Minor Leadership	MIN	BBA-HRM	BPA
BBA-HRM	Hagen, Tristan Jared	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
ND-MNLEAD	Hagen, Tristan Jared	Minor Leadership	MIN	BBA-HRM	BPA
BBA-HRM	Hammit, Annika Katherine	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
BBA-HRM	Johnson, Cassidy Lynn	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
BBA-HRM	Kohns, Kara A	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
ND-MNLEAD	Kohns, Kara A	Minor Leadership	MIN	BBA-HRM	BPA
BBA-HRM	Leabch, Brooke L	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
BBA-HRM	Tinkham, Alea Christel Michelle	BBA-Human Resource Management	MAJ	BBA-HRM	BPA
BBA-INVEST	Bondeson, Chandler J	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Churchill, Charles Dale	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Donnelly, Sean	BBA Investments	MAJ	BBA-INVEST	BPA
ND-MNECON	Donnelly, Sean	Minor Economics	MIN	BBA-INVEST	BPA
BBA-INVEST	Ewing, Thomas P	BBA Investments	MAJ	BBA-INVEST	BPA
ND-MJBSE	Ewing, Thomas P	Business Economics	MAJ	BBA-INVEST	BPA
BBA-INVEST	Haberman, Lucas C	BBA Investments	MAJ	BBA-INVEST	BPA
ND-MNECON	Haberman, Lucas C	Minor Economics	MIN	BBA-INVEST	BPA
BBA-INVEST	Hoglin, Jared Richard	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Kirchoffner, Cole Wesley	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Kjorven, Sady Ann	BBA Investments	MAJ	BBA-INVEST	BPA

BBA-INVEST	Kreuser, Nathan Charies	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Miller, Michael J	BBA Investments	MAJ	BBA-INVEST	BPA
ND-MNECON	Miller, Michael J	Minor Economics	MIN	BBA-INVEST	BPA
BBA-INVEST	Neubauer, Samuel Luke	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Olson, Rachel Joann	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Osborne, Parker R	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Pederson, Kyle David	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Rennecke, Cole	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Riedinger, Tiana Marie	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Stang, Michael Matthew	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Thomson, Anders Duncan	BBA Investments	MAJ	BBA-INVEST	BPA
ND-MJOSCM	Thomson, Anders Duncan	Operations & Supply Chain Mgmt	MAJ	BBA-INVEST	BPA
BBA-INVEST	Tienter, Christopher R	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Vasquez, Alex A	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-INVEST	Zhang, Jie	BBA Investments	MAJ	BBA-INVEST	BPA
BBA-ISYS	Blagoue, Tanner D	BBA-Information Systems	MAJ	BBA-ISYS	BPA
ND-MNECON	Blagoue, Tanner D	Minor Economics	MIN	BBA-ISYS	BPA
BBA-ISYS	Blawat, Timothy Richard	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-ISYS	Corcoran, Gwendolyn Sue	BBA-Information Systems	MAJ	BBA-ISYS	BPA
ND-MNCSCI	Corcoran, Gwendolyn Sue	Minor Computer Science	MIN	BBA-ISYS	BPA
BBA-ISYS	Freeberg, Lauren Kay	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-ISYS	Garcia, Ronald James	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-ISYS	Hanson, Zane Lee	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-ISYS	Nordquist, Sebastian Micheal	BBA-Information Systems	MAJ	BBA-ISYS	BPA
ND-MNECON	Nordquist, Sebastian Micheal	Minor Economics	MIN	BBA-ISYS	BPA
BBA-ISYS	Peterson, Dru R	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-ISYS	Underwood, Anthony T	BBA-Information Systems	MAJ	BBA-ISYS	BPA
BBA-MFCA	Brust, Kayla Mabel	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
ND-MNPSYC	Brust, Kayla Mabel	Minor Psychology	MIN	BBA-MFCA	BPA
BBA-MFCA	Kvien, Kalleen E	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
ND-MNLEAD	Kvien, Kalleen E	Minor Leadership	MIN	BBA-MFCA	BPA
BBA-MFCA	Olson, Alivia A	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
BBA-MFCA	Sandy, Gabriel J	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
BBA-MFCA	Ziebert, John Anthony	BBA-Managerial Finance & Acct	MAJ	BBA-MFCA	BPA
BBA-MGMT	Adam, Taylor Kay	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNITB	Adam, Taylor Kay	Minor International Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Anderson, Bailey Faye	BBA-Management	MAJ	BBA-MGMT	BPA

BBA-MGMT	Ausmus, Gage Lee	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Berberich, Shayna M	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MJMRKT	Berberich, Shayna M	Marketing	MAJ	BBA-MGMT	BPA
BBA-MGMT	Bosh, Noah M	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Carlson, Kyle Andrew	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Gardner, Rhett Gordon Allen	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSBUS	Gardner, Rhett Gordon Allen	Minor Sport Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Haney, Katlyn Jane	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Kinnamon, Kyle L	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSBUS	Kinnamon, Kyle L	Minor Sport Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Lehmbecker, Jack Wesley	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSBUS	Lehmbecker, Jack Wesley	Minor Sport Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Mikkelsen, Lucas K	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSBUS	Mikkelsen, Lucas K	Minor Sport Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Misialek, Kourtney Renee	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MJMRKT	Misialek, Kourtney Renee	Marketing	MAJ	BBA-MGMT	BPA
BBA-MGMT	Monzelowsky, Scott Michael	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Morelli, Adam	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Nelson, Ethan Karl	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Parson, Taylor Caleb	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Rietveld, Keegan James	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSUS	Rietveld, Keegan James	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Rietveld, Keegan James	Minor-Sustainability Studies	MIN	BBA-MGMT	BPA
BBA-MGMT	Schuhmacher, Adam John	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Smith, Jordan Jeffrey	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNLEAD	Smith, Jordan Jeffrey	Minor Leadership	MIN	BBA-MGMT	BPA
BBA-MGMT	Stevenson, Alexander R	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MGMT	Thomas, Andrew J	BBA-Management	MAJ	BBA-MGMT	BPA
ND-MNSBUS	Thomas, Andrew J	Minor Sport Business	MIN	BBA-MGMT	BPA
BBA-MGMT	Witt, Benjamin K	BBA-Management	MAJ	BBA-MGMT	BPA
BBA-MRKT	Allen, Kasey L	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Aslyn, Rachel E	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Bentley, Michelle R	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Bjerke, Ryan Richard	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNPMED	Bjerke, Ryan Richard	Minor Pre-Medicine	MIN	BBA-MRKT	BPA
BBA-MRKT	Brazierol, Dakoda Montavon	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Cerjance, Matthew A	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Ciardelli, Shelby L	BBA-Marketing	MAJ	BBA-MRKT	BPA

BBA-MRKT	Clairmont, Carly N	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Erickson, Layton M.	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNCOMM	Erickson, Layton M.	Minor Communication	MIN	BBA-MRKT	BPA
BBA-MRKT	Fischer, Madison Jane	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Fraley, Sarah J	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNITB	Fraley, Sarah J	Minor International Business	MIN	BBA-MRKT	BPA
BBA-MRKT	Fraune, Tom M	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Hannafin, John Michael	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Hansen, Richard James	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Hoben, Brendan M	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNSBUS	Hoben, Brendan M	Minor Sport Business	MIN	BBA-MRKT	BPA
BBA-MRKT	Horvey, Tyler Smith	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Huntley, Irelyn Faye	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Illg, Wyatt J	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Johnson, Logan T	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Juelich, Larissa Marie	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MJOSCM	Juelich, Larissa Marie	Operations & Supply Chain Mgmt	MAJ	BBA-MRKT	BPA
BBA-MRKT	Jung, Zachrey T	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MJOSCM	Jung, Zachrey T	Operations & Supply Chain Mgmt	MAJ	BBA-MRKT	BPA
BBA-MRKT	Kasilingam, Preeti	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNLEAD	Kasilingam, Preeti	Minor Leadership	MIN	BBA-MRKT	BPA
BBA-MRKT	Krank, Harrison Simon	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Kroke, Collin J	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNSBUS	Kroke, Collin J	Minor Sport Business	MIN	BBA-MRKT	BPA
BBA-MRKT	Legeros, William H	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MJOSCM	Legeros, William H	Operations & Supply Chain Mgmt	MAJ	BBA-MRKT	BPA
BBA-MRKT	Leier, Collin J	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Leverentz, Jack R	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Livingood, Ryan Kenneth	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Lundin, Nicholas David	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Magnusson, Gabriel S	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Malikowski, Mason M	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Mattson, Sidney D	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	McCann, Thomas James	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNSBUS	McCann, Thomas James	Minor Sport Business	MIN	BBA-MRKT	BPA
BBA-MRKT	McGrath, Joseph William	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNITB	McGrath, Joseph William	Minor International Business	MIN	BBA-MRKT	BPA

BBA-MRKT	Overby, Allison L	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Peterson, John Donald	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Ranisate, Paul Allen	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Sorenson, Amanda L	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNCOMM	Sorenson, Amanda L	Minor Communication	MIN	BBA-MRKT	BPA
BBA-MRKT	Sullivan, Dylan William	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Tibert, Caylee Lynn	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNCOMM	Tibert, Caylee Lynn	Minor Communication	MIN	BBA-MRKT	BPA
BBA-MRKT	Wentworth, Karley Kathryn	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-MRKT	Wilson, Kasse M	BBA-Marketing	MAJ	BBA-MRKT	BPA
ND-MNCOMM	Wilson, Kasse M	Minor Communication	MIN	BBA-MRKT	BPA
ND-MNLEAD	Wilson, Kasse M	Minor Leadership	MIN	BBA-MRKT	BPA
BBA-MRKT	Wittmer-George, Makayla E	BBA-Marketing	MAJ	BBA-MRKT	BPA
BBA-OSC	Anderson, Jonathan Mark	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
ND-MNISYS	Anderson, Jonathan Mark	Minor Information Systems	MIN	BBA-OSC	BPA
BBA-OSC	Antonenko, Ashley E	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Bennett, Weston Michael	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Danielson, Connor Stephen	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
ND-MJBSE	Danielson, Connor Stephen	Business Economics	MAJ	BBA-OSC	BPA
ND-MNISYS	Danielson, Connor Stephen	Minor Information Systems	MIN	BBA-OSC	BPA
BBA-OSC	Giddings, Charlene Louise	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Greicar, Emily C	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Haugrud, Tanner J	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
ND-MJENT	Haugrud, Tanner J	Entrepreneurship	MAJ	BBA-OSC	BPA
BBA-OSC	Kvidera, Sean R	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Medgyes, Dorottya	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Monson, Gage C	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Praska, Jonathan Karas	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Reiter, Robert Charles	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
ND-MJMKT	Reiter, Robert Charles	Marketing	MAJ	BBA-OSC	BPA
BBA-OSC	Skerjance, Nicholas M	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Storck, Jacob Richard	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BBA-OSC	Zebro, Stefan Matthias	BBA-Operations & Supply Chain	MAJ	BBA-OSC	BPA
BS-GDT	Braathen, Jace Kent	BS-Graphic Design Technology	MAJ	BS-GDT	BPA
BS-GDT	Flores, Andres	BS-Graphic Design Technology	MAJ	BS-GDT	BPA
BS-GDT	Gierszewski, Mathew C	BS-Graphic Design Technology	MAJ	BS-GDT	BPA
BS-GDT	Stadstad, Erin Ann	BS-Graphic Design Technology	MAJ	BS-GDT	BPA

ND-MNCOMM	Stadstad, Erin Ann	Minor Communication	MIN		BS-GDT	BPA
ND-MNGDA	Stadstad, Erin Ann	Minor Graphic Design	MIN		BS-GDT	BPA
BS-PA	Karlstrom, Keller G	BS-Public Affairs	MAJ	TRK-NONPRO	BS-PA	BPA
BS-PA	Williams, Tucker Wade	BS-Public Affairs	MAJ		BS-PA	BPA
BSIT-IT	Craig, Ryan Michael	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Dostal, Brett N	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Hunn, Weston R	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Kasberger, Wilson E	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Masset, Matthew A	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Mondry, Anthony David	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSIT-IT	Schirado, Lane M	BSIT-Industrial Technology	MAJ		BSIT-IT	BPA
BSPA-PADM	Blake, Lauren Catherine	BSPA-Public Administration	MAJ	TRK-PADM	BSPA-PADM	BPA
ND-MNSOC	Blake, Lauren Catherine	Minor Sociology	MIN		BSPA-PADM	BPA
BSPA-PADM	Johnson, Cassidy Lynn	BSPA-Public Administration	MAJ		BSPA-PADM	BPA
ND-MNCOMM	Johnson, Cassidy Lynn	Minor Communication	MIN	TRK-PADM	BSPA-PADM	BPA
BSPA-PADM	Keys, David Ross	BSPA-Public Administration	MAJ		BSPA-PADM	BPA
ND-MNSBUS	Keys, David Ross	Minor Sport Business	MIN		BSPA-PADM	BPA
ND-MNSPAN	Keys, David Ross	Minor Spanish	MIN		BSPA-PADM	BPA
BSPA-PADM	Klym, Whitney	BSPA-Public Administration	MAJ		BSPA-PADM	BPA
ND-MNPOLS	Klym, Whitney	Minor Political Science	MIN		BSPA-PADM	BPA
CERT-ENS	Flores, Andres	CERT-Entrepreneurial Studies	MAJ		CERT-ENS	BPA
CERT-ENS	Gierszewski, Mathew C	CERT-Entrepreneurial Studies	MAJ		CERT-ENS	BPA
BSED-ECE	Bry, Maureen C	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
BSED-ECE	Dolezal, Ashley Ann	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
BSED-ECE	Gullickson, Carly J	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
ND-MJEE	Gullickson, Carly J	Elementary Education	MAJ		BSED-ECE	EHD
ND-MNSPED	Gullickson, Carly J	Minor Special Education	MIN		BSED-ECE	EHD
BSED-ECE	Wharton, Breanna	BSED-Early Childhood Education	MAJ		BSED-ECE	EHD
ND-MNHIST	Wharton, Breanna	Minor History	MIN		BSED-ECE	EHD
BSED-ELM	Abermathy, Brooke Arlyce	BSED-Elementary Education	MAJ		BSED-ELM	EHD
BSED-ELM	Behling, Kyle D	BSED-Elementary Education	MAJ		BSED-ELM	EHD
ND-MNMLE	Behling, Kyle D	Minor Middle Level Education	MIN		BSED-ELM	EHD
BSED-ELM	Belich, Cynthia M	BSED-Elementary Education	MAJ		BSED-ELM	EHD
ND-MNSPED	Belich, Cynthia M	Minor Special Education	MIN		BSED-ELM	EHD
BSED-ELM	Bergh, Hannah Auretta	BSED-Elementary Education	MAJ		BSED-ELM	EHD
ND-MNMEE	Bergh, Hannah Auretta	Minor Math for Elem Educ	MIN		BSED-ELM	EHD
ND-MNMLE	Bergh, Hannah Auretta	Minor Middle Level Education	MIN		BSED-ELM	EHD



BSED-ELM	Bertsch, Abbie	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Bertsch, Abbie	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Burris, Taylor K	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNLTED	Burris, Taylor K	Minor Literacy Education	MIN	BSED-ELM	EHD
BSED-ELM	Devier, Gretchen Nicole	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Ernst, Lida Jeanne Carter	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Ernst, Lida Jeanne Carter	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Follis, Jordyn A	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MJEC	Follis, Jordyn A	Early Childhood	MAJ	BSED-ELM	EHD
BSED-ELM	Georgeson, Brittany J	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Grey, Brooke Marie	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Grey, Brooke Marie	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Hayes, Johannah H	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNLTED	Hayes, Johannah H	Minor Literacy Education	MIN	BSED-ELM	EHD
ND-MNSPED	Hayes, Johannah H	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Hegg, Samantha Jean	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNATCO	Hegg, Samantha Jean	Minor Athletic Coaching	MIN	BSED-ELM	EHD
BSED-ELM	Jacobson, Rachel M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNLTED	Jacobson, Rachel M	Minor Literacy Education	MIN	BSED-ELM	EHD
ND-MNSPED	Jacobson, Rachel M	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Jensen, Katie C	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Johnson, Allison M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Johnson, Allison M	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Kennedy, Chloe O	Minor Special Education	MIN	BSED-ELM	EHD
ND-MNSPED	Kennedy, Chloe O	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Kozel, Madison D	Minor Special Education	MIN	BSED-ELM	EHD
ND-MNSPED	Kozel, Madison D	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Lemar, Jaden D	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Lysne, Rachel J	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNECE	Lysne, Rachel J	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
BSED-ELM	Nelson, Allison Kristen	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNECE	Nelson, Allison Kristen	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
BSED-ELM	Olson, Carissa Lauren	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MJEC	Olson, Carissa Lauren	Early Childhood	MAJ	BSED-ELM	EHD
BSED-ELM	Overson, Austin B	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MJEC	Overson, Austin B	Early Childhood	MAJ	BSED-ELM	EHD
BSED-ELM	Pennel, Sarah Catherine	BSED-Elementary Education	MAJ	BSED-ELM	EHD

ND-MJEC	Pennel, Sarah Catherine	Early Childhood	MAJ	BSED-ELM	EHD
BSED-ELM	Rage, Emma Rose Kathryn	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNMEE	Rage, Emma Rose Kathryn	Minor Math for Elem Educ	MIN	BSED-ELM	EHD
ND-MNSPED	Rage, Emma Rose Kathryn	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Rakoczy, Kelsey R	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNMLE	Rakoczy, Kelsey R	Minor Middle Level Education	MIN	BSED-ELM	EHD
BSED-ELM	Sengbusch, Rebecca Cheryl	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Sengbusch, Rebecca Cheryl	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Spicer, Genevieve Victoria	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Spicer, Genevieve Victoria	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Sunram, Emily Kate	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MJEC	Sunram, Emily Kate	Early Childhood	MAJ	BSED-ELM	EHD
BSED-ELM	Tamminen, Ericka R	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Thimjon, Payton Anne	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Thimjon, Payton Anne	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Thomas, Kailin L	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNLTED	Thomas, Kailin L	Minor Literacy Education	MIN	BSED-ELM	EHD
ND-MNSPED	Thomas, Kailin L	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Tschider, Matlyn R	BSED-Elementary Education	MAJ	BSED-ELM	EHD
BSED-ELM	Twistol, Samuel LeRoy	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Twistol, Samuel LeRoy	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Van Domelen, Kaylin Marie	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNECE	Van Domelen, Kaylin Marie	Minor Early Childhood Educ	MIN	BSED-ELM	EHD
ND-MNSPED	Van Domelen, Kaylin Marie	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Vonasek, Hannah J	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MJMLE	Vonasek, Hannah J	Middle Level Education	MAJ	BSED-ELM	EHD
BSED-ELM	Vorachek, Sydney Ann	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Vorachek, Sydney Ann	Minor Special Education	MIN	BSED-ELM	EHD
BSED-ELM	Woinarowicz, Sophie Renae	BSED-Elementary Education	MAJ	BSED-ELM	EHD
ND-MNSPED	Woinarowicz, Sophie Renae	Minor Special Education	MIN	BSED-ELM	EHD
BSED-MLE	Barandi, Travis Scott	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
ND-MJEE	Barandi, Travis Scott	Elementary Education	MAJ	BSED-MLE	EHD
BSED-MLE	Kranz, Olivia M	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
ND-MJEE	Kranz, Olivia M	Elementary Education	MAJ	BSED-MLE	EHD
ND-MNMEE	Kranz, Olivia M	Minor Math for Elem Educ	MIN	BSED-MLE	EHD
BSED-MLE	Noeske, Blake J	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
ND-MJEE	Noeske, Blake J	Elementary Education	MAJ	BSED-MLE	EHD

ND-MNMEE	Noeske, Blake J	Minor Math for Elem Educ	MIN	BSED-MLE	EHD
BSED-MLE	Rutten, Madison True	BSED-Middle Level Education	MAJ	BSED-MLE	EHD
ND-MJEE	Rutten, Madison True	Elementary Education	MAJ	BSED-MLE	EHD
BSED-SCI	Feist, Madison Lucille	BSED-Science	MAJ	BSED-SCI	EHD
ND-MNBIOL	Feist, Madison Lucille	Minor Biology	MIN	BSED-SCI	EHD
BSED-SED	Adams, Brandon Michael	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Allen, Jennifer Marie	BSED-Secondary Education	MAJ	BSED-SED	EHD
ND-MNMLE	Allen, Jennifer Marie	Minor Middle Level Education	MIN	BSED-SED	EHD
BSED-SED	Barthel, Nicole Delores	BSED-Secondary Education	MAJ	BSED-SED	EHD
ND-MNMLE	Barthel, Nicole Delores	Minor Middle Level Education	MIN	BSED-SED	EHD
BSED-SED	Boushee, Jesse Jay	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Briese, Matthew J	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Koski, Makayla C	BSED-Secondary Education	MAJ	BSED-SED	EHD
ND-MNMLE	Koski, Makayla C	Minor Middle Level Education	MIN	BSED-SED	EHD
ND-MNSPED	Koski, Makayla C	Minor Special Education	MIN	BSED-SED	EHD
BSED-SED	Laidlaw, Taylor Jewel	BSED-Secondary Education	MAJ	BSED-SED	EHD
ND-MNMLE	Laidlaw, Taylor Jewel	Minor Middle Level Education	MIN	BSED-SED	EHD
BSED-SED	Misialek, Ty D	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Nistler, Thomas R	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Pederson, Nicholas K	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Pritzl, Isaiah D	BSED-Secondary Education	MAJ	BSED-SED	EHD
ND-MNMLE	Pritzl, Isaiah D	Minor Middle Level Education	MIN	BSED-SED	EHD
BSED-SED	Shirek, Amy Kamille	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SED	Westphal, Anthony P	BSED-Secondary Education	MAJ	BSED-SED	EHD
BSED-SSCI	Henning, Paul Michael	BSED-Comp Soc Studies Ed	MAJ	BSED-SSCI	EHD
BSPBH-PBH	Blazer, Austin Dale	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNPSYC	Blazer, Austin Dale	Minor Psychology	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Buckmister, Justine L	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
BSPBH-PBH	Erickson, Claire Sara	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNBIOL	Erickson, Claire Sara	Minor Biology	MIN	BSPBH-PBH	EHD
ND-MNCHEM	Erickson, Claire Sara	Minor Chemistry	MIN	BSPBH-PBH	EHD
ND-MNPOSTE	Erickson, Claire Sara	Minor Pre-Osteopathic Medicine	MIN	BSPBH-PBH	EHD
ND-MNSOC	Erickson, Claire Sara	Minor Sociology	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Fitzgibbons, Hannah Elizabeth	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
BSPBH-PBH	Huttunen, Nicole A	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNPSYC	Huttunen, Nicole A	Minor Psychology	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Koebele, Alexandra Mary	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD

BSPBH-PBH	Mandt, Kaysee M	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNPMED	Mandt, Kaysee M	Minor Pre-Medicine	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Nelson, Madison Rae	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNBIOL	Nelson, Madison Rae	Minor Biology	MIN	BSPBH-PBH	EHD
ND-MNCHEM	Nelson, Madison Rae	Minor Chemistry	MIN	BSPBH-PBH	EHD
ND-MNPDENT	Nelson, Madison Rae	Minor Pre-Dentistry	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Wahlen, Madison Marie	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
ND-MNPMED	Wahlen, Madison Marie	Minor Pre-Medicine	MIN	BSPBH-PBH	EHD
BSPBH-PBH	Yapel, Victoria Villella	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
BSPBH-PBH	Zillmer, Shelby Lynn	BSPBH-Public Health Education	MAJ	BSPBH-PBH	EHD
BSPE-PEXS	Blacknik, Angela Marie	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNATCO	Blacknik, Angela Marie	Minor Athletic Coaching	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Brown, Ethan W	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPMED	Brown, Ethan W	Minor Pre-Medicine	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Buness, Taylor Maree	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPSYC	Buness, Taylor Maree	Minor Psychology	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Carr, Stetson M	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNATCO	Carr, Stetson M	Minor Athletic Coaching	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Erdman, Austin C	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPSYC	Erdman, Austin C	Minor Psychology	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Hansen, Becca L	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPMED	Hansen, Becca L	Minor Pre-Medicine	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Hewson, Taylor W	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPSYC	Hewson, Taylor W	Minor Psychology	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Janatuinen, Joel Jaakko Oliver	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
BSPE-PEXS	Jones, Samantha	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
BSPE-PEXS	Landsberger, Micheal Edward	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
BSPE-PEXS	May, Hayden T	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNBIOL	May, Hayden T	Minor Biology	MIN	BSPE-PEXS	EHD
ND-MNPMED	May, Hayden T	Minor Pre-Medicine	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Nelson, Jady E	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNCHEM	Nelson, Jady E	Minor Chemistry	MIN	BSPE-PEXS	EHD
ND-MNPOPT	Nelson, Jady E	Minor Pre-Optometry	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Rich Jr, Tajreed E	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNSOC	Rich Jr, Tajreed E	Minor Sociology	MIN	BSPE-PEXS	EHD
BSPE-PEXS	Rinke, Kaitlin N	BSKIN-Kinesiology	MAJ	BSPE-PEXS	EHD
ND-MNPMED	Rinke, Kaitlin N	Minor Pre-Medicine	MIN	BSPE-PEXS	EHD

BSPE-PEXS	Rodgers, Donnell D	BSKIN-Kinesiology	MAJ	OPT-PEXSES	BSPE-PEXS	EHD
ND-MNATCO	Rodgers, Donnell D	Minor Athletic Coaching	MIN		BSPE-PEXS	EHD
BSPE-PEXS	Saukkola, Randy George	BSKIN-Kinesiology	MAJ	OPT-PEXSES	BSPE-PEXS	EHD
BSPE-PEXS	Stiner, Adam Francis	BSKIN-Kinesiology	MAJ	OPT-PEXSES	BSPE-PEXS	EHD
ND-MNHED	Stiner, Adam Francis	Minor Public Health	MIN		BSPE-PEXS	EHD
BSPE-PEXS	Tickner, Preston Joseph	BSKIN-Kinesiology	MAJ	OPT-PEXSRA	BSPE-PEXS	EHD
ND-MNRHS	Tickner, Preston Joseph	Minor Rehabilitation & Hum Srv	MIN		BSPE-PEXS	EHD
BSPE-PEXS	Tran, Mandy Tia	BSKIN-Kinesiology	MAJ		BSPE-PEXS	EHD
BSPE-PEXS	Vogel, Hayden Kent	BSKIN-Kinesiology	MAJ	OPT-PEXSTE	BSPE-PEXS	EHD
BSPE-PEXS	Wagner, Alexis M	BSKIN-Kinesiology	MAJ		BSPE-PEXS	EHD
BSPE-PEXS	Warnke, Jason P	BSKIN-Kinesiology	MAJ	OPT-PEXSRA	BSPE-PEXS	EHD
ND-MNATCO	Warnke, Jason P	Minor Athletic Coaching	MIN		BSPE-PEXS	EHD
BSPE-PEXS	Wutz, Wyatt Bruan	BSKIN-Kinesiology	MAJ	OPT-PEXSES	BSPE-PEXS	EHD
BSPE-PEXS	Zillmer, Shelby Lynn	BSKIN-Kinesiology	MAJ	OPT-PEXSES	BSPE-PEXS	EHD
BSRHS-RHS	Arones, Britta M	BSRHS-Rehab & Human Serv	MAJ	CON-RHSMH	BSRHS-RHS	EHD
ND-MNSPED	Arones, Britta M	Minor Special Education	MIN		BSRHS-RHS	EHD
BSRHS-RHS	Bridgeman, Heather Lynn	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS	EHD
ND-MNPSYC	Bridgeman, Heather Lynn	Minor Psychology	MIN		BSRHS-RHS	EHD
ND-MNSPED	Bridgeman, Heather Lynn	Minor Special Education	MIN		BSRHS-RHS	EHD
BSRHS-RHS	Dalley, Melissa A	BSRHS-Rehab & Human Serv	MAJ	CON-RHSMH	BSRHS-RHS	EHD
BSRHS-RHS	Detloff, Mollie Sheridan	BSRHS-Rehab & Human Serv	MAJ	CON-OSA	BSRHS-RHS	EHD
BSRHS-RHS	Dimitch, Jessica L	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS	EHD
ND-MNPSYC	Dimitch, Jessica L	Minor Psychology	MIN		BSRHS-RHS	EHD
BSRHS-RHS	Honsey, Jordan M	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS	EHD
BSRHS-RHS	McLellan, Katelyn R	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS	EHD
ND-MNPSYC	McLellan, Katelyn R	Minor Psychology	MIN		BSRHS-RHS	EHD
BSRHS-RHS	Nissen, Mallyssa Rose	BSRHS-Rehab & Human Serv	MAJ		BSRHS-RHS	EHD
ND-MNPSYC	Nissen, Mallyssa Rose	Minor Psychology	MIN		BSRHS-RHS	EHD
ND-MNSPED	Nissen, Mallyssa Rose	Minor Special Education	MIN		BSRHS-RHS	EHD
CERT-ASD2	Glass, Svetlana	CERT-Autistic Spectrum Disordr	MAJ	CERT-ASD2	CERT-ASD2	GRAD
CERT-ASD2	Kelleran, Ashley Neubaum	CERT-Autistic Spectrum Disordr	MAJ	CERT-ASD2	CERT-ASD2	GRAD
CERT-ASD2	Muse, Rachael Buchanan	CERT-Autistic Spectrum Disordr	MAJ	CERT-ASD2	CERT-ASD2	GRAD
CERT-COT	Johnson, Kristin Lee	CERT-College Teaching	MAJ	CERT-COT	CERT-COT	GRAD
CERT-COT	Madler, Aubrey Mae	CERT-College Teaching	MAJ	CERT-COT	CERT-COT	GRAD
CERT-COT	Turayev, Oybek	CERT-College Teaching	MAJ	CERT-COT	CERT-COT	GRAD
CERT-COT	de Silva, Renuka M	CERT-College Teaching	MAJ	CERT-COT	CERT-COT	GRAD
CERT-GIS	Werner, Lydia Irene	CERT-Geographic Info Sci	MAJ	CERT-GIS	CERT-GIS	GRAD

CERT-GIS2	Stegmiller, Joseph H	CERT-Geographic Info Sci	MAJ	CERT-GIS2	GRAD
CERT-HLA	Tulay, Raggi	CERT-Health Administration	MAJ	CERT-HLA	GRAD
CERT-NED2	Ferry, Rhea Joan	CERT-Nursing Education	MAJ	CERT-NED2	GRAD
CERT-PH	Myers, Jane M	CERT-Public Health	MAJ	CERT-PH	GRAD
CERT-PLYA	Halvorson, Spencer L	CERT-Policy Analysis	MAJ	CERT-PLYA	GRAD
CERT-PLYA	Klym, Whitney	CERT-Policy Analysis	MAJ	CERT-PLYA	GRAD
CERT-PLYA	Sirandberg, Kari Ann	CERT-Policy Analysis	MAJ	CERT-PLYA	GRAD
CERT-PLYA	Thraikill, Liam Odin	CERT-Policy Analysis	MAJ	CERT-PLYA	GRAD
CERT-SOE	Thraikill, Liam Odin	CERT-Social Entrepreneurship	MAJ	CERT-SOE	GRAD
DPT-PT	Arndt, Erin Elizabeth	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Bell, Kelsey E	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Bergh, Kristyn Faith	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Boehmlemer, Tracie R	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Bucholz, Hannah Mae	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Camrud, Connor James	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Cook, Ryan Marie	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Doeden, Taylor W	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Forister, Brandon Michael Dee	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Forsch, Samantha Nicole	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Gamel, Danielle	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Garcia, Daniel	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Greene, Jayla Kay	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Halbur, Brianne Marie	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Hale, Micah P	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Haugland, Raevyn Renee	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Hett, Justin Roger	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Hoffman, Renee Elizabeth	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Hubbard, Sterling Price	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Huot, Zachary M	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Jensen, Leah Claire	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Jobe, Ashley K	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Karbo, Mitchell Robert	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Kopp, Alison Lynn	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Korthuis, Jeremy Jacob	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Leverington, Jake Isaac	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Linner, Thomas Scott	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Lutz, Adam M	DPT-Physical Therapy	MAJ	DPT-PT	GRAD

DPT-PT	Lynch, Rebecca Kate	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Maiden, Kalie	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Mertens, Haley Nicole	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Mikkelsen, Marti E	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Mittlieder, Jay	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Murphy, Casey John	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Nelson, Andrew M	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	O'Keefe, Jeremy M	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Omdahl, Shane	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Peterson, Anthony David	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Peterson, Zachary Arden	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Richtsmeier, Analise L	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Rinkenberger, Travis James	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Roppel, Trevor L	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Sandry, Alyssa Michelle	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Scheresky, Mekenzie	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Slemmons, Paige Lois	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Snellings, Tyler David	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Stein, Mercedes J.H.	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Strum, Kody James	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Wagner, Alyssa Marie	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Wahlund, Brecca Rae	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Wiebe, Ashlee Sue	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
DPT-PT	Wilson, Riley Alexander	DPT-Physical Therapy	MAJ	DPT-PT	GRAD
EDD-EDL	Godfrey, Tim	EDD-Educational Leadership	MAJ	EDD-EDL	GRAD
EDD-EDL	Lowery, Maggie Bernice	EDD-Educational Leadership	MAJ	EDD-EDL	GRAD
MA-COMM	Gibbens, Emily Ruth	Communication	MAJ	MA-COMM	GRAD
MA-COMM	Sonterre, Tiffany Tara	Communication	MAJ	MA-COMM	GRAD
MA-COUN	Anderson, Logan E	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Baungartner, April L	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Bodensteiner, Michaela Rose	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Carlson, Brooke Nichole	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Cote-Kanning, Joel W	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Davis, Nicole Vivian	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Guimont, George Patrick	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Howe, Kristi Sue	Counseling	MAJ	MA-COUN	GRAD
MA-COUN	Huttar, Michael Preston	Counseling	MAJ	MA-COUN	GRAD

MA-COUN	Koll, Ashlee Diane	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Kostelecky, Ryan J	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	LaDouceur, Nicole Kay	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Logsdon, Laura	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Meierding, Erika Elizabeth	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Noll, Sarah Lynn	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Peltier, Chasity Marie	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Rose, John	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Simmons, Keersten Elon	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Steiger, Lindsey Renae	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Strobel, Michelle Lee	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Sys, Megan Marie	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Thomas, Danielle Marie	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Turnquist, Ryan Michael	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Vilella, Eneida M	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Walkowiak, Amanda M	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Williams, Kerry Anne	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Witthauer, Molly N	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN	Wolfe, Anne Elizabeth	Counseling	MA-COUN	MA-COUN	GRAD
MA-COUN2	Loendorf, Erin Elizabeth	Counseling	MA-COUN2	MA-COUN2	GRAD
MA-COUN2	Rose, Brittany Marie	Counseling	MA-COUN2	MA-COUN2	GRAD
MA-COUN2	Schweda, Melinda Sue	Counseling	MA-COUN2	MA-COUN2	GRAD
MA-COUN2	Torok, Jourdan Nichol	Counseling	MA-COUN2	MA-COUN2	GRAD
MA-ENGL	Abramova, Olga	English	MA-ENGL	MA-ENGL	GRAD
MA-ENGL	Allen, Brittani Jane	English	MA-ENGL	MA-ENGL	GRAD
MA-ENGL	Prewitt, Michael C	English	MA-ENGL	MA-ENGL	GRAD
MA-ENGL	Sanden, Hailey Michelle	English	MA-ENGL	MA-ENGL	GRAD
MA-ENGL	Trooien, Kjerstine Alyce	English	MA-ENGL	MA-ENGL	GRAD
MA-HIST	Olson, Austin Allen	History	MA-HIST	MA-HIST	GRAD
MA-PSYC	Prairie Chicken, Micah Louis	Psychology	MA-PSYC	MA-PSYC	GRAD
MA-PSYC	Williams, Victoria Dawn	Psychology	MA-PSYC	MA-PSYC	GRAD
MA-ACC-ACC	Anderson, Michael Alan	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD
MA-ACC-ACC	Barandi, Zsafia Anna	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD
MA-ACC-ACC	Dukart, Jace C	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD
MA-ACC-ACC	Dziewieczynski, Benjamin A	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD
MA-ACC-ACC	Hansen, Melanie Dawn	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD
MA-ACC-ACC	Kohler, MaKayla Marie	Accountancy	MA-ACC-ACC	MA-ACC-ACC	GRAD



MACC-ACC	McDonald, Erika Kay	Accountancy	MAJ	MACC-ACC	GRAD
MACC-ACC	Mitzel, Leann Marie	Accountancy	MAJ	MACC-ACC	GRAD
MACC-ACC	Nelson, Japheth	Accountancy	MAJ	MACC-ACC	GRAD
MACC-ACC	Simon, Peter E	Accountancy	MAJ	MACC-ACC	GRAD
MACC-ACC	Slick, Christian J	Accountancy	MAJ	MACC-ACC	GRAD
MACC-ACC	Suriwong, Sasilak	Accountancy	MAJ	MACC-ACC	GRAD
MBA-BADM	Herman, Shane Adam	Business Administration	MAJ	MBA-BADM	GRAD
MBA-BADM	Nelson, Blair Matthew	Business Administration	MAJ	MBA-BADM	GRAD
MBA-BADM	Regimbal, Jennifer Lynne	Business Administration	MAJ	MBA-BADM	GRAD
MBA-BADM	Wiedrich, Garth Allen	Business Administration	MAJ	MBA-BADM	GRAD
MBA-BADM2	Canfield, Adam	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Drayton, Charles David	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Hall, Megan Michelle	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Joyce, Patrick Thomas	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Kaufman, Dana Marie	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Klinkhammer, Justin Lee	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Kohlmeier, Andrew Patrick	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Pena, Matthew	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Schaaf, Andrew M	Business Administration	MAJ	MBA-BADM2	GRAD
MBA-BADM2	Schauer, Andrew Christopher	Business Administration	MAJ	MBA-BADM2	GRAD
MED-EDL	Meier, Shannon L	Educational Leadership	MAJ	MED-EDL	GRAD
MED-EDL	Schwartzberger, Morgan	Educational Leadership	MAJ	MED-EDL	GRAD
MED-EDL	Smette, Thomas R	Educational Leadership	MAJ	MED-EDL	GRAD
MED-EDL	Snyder, Beau Geoffrey	Educational Leadership	MAJ	MED-EDL	GRAD
MED-EDL	Strand, Mitch L	Educational Leadership	MAJ	MED-EDL	GRAD
MED-EDL	Varriano, Jennifer Marie	Educational Leadership	MAJ	MED-EDL	GRAD
MED-ELEM	Opp, Lukas M	Elementary Education	MAJ	MED-ELEM	GRAD
MED-ELEM	Redlin, Michael J	Elementary Education	MAJ	MED-ELEM	GRAD
MED-ELL2	Hartman, Jacquelyn Caroline	English Language Learner (ELL)	MAJ	MED-ELL2	GRAD
MED-ELL2	Jelinek, Louis A	English Language Learner (ELL)	MAJ	MED-ELL2	GRAD
MED-ELL2	Lilly, Brenda Lee	English Language Learner (ELL)	MAJ	MED-ELL2	GRAD
MED-ELL2	Skene, Angela Kim	English Language Learner (ELL)	MAJ	MED-ELL2	GRAD
MED-ELL2	Wang, Cheng Li	English Language Learner (ELL)	MAJ	MED-ELL2	GRAD
MED-IDT2	Baird, Sara Lindsay	Instructional Design & Tech	MAJ	MED-IDT2	GRAD
MED-IDT2	Kohlmeier, Annette Frances	Instructional Design & Tech	MAJ	MED-IDT2	GRAD
MED-IDT2	Reis, Casey Lee	Instructional Design & Tech	MAJ	MED-IDT2	GRAD
MED-RDE	Cantrall, Cory	Reading Education	MAJ	MED-RDE	GRAD

MED-RDE	Glass, Amy Jo	Reading Education	MAJ	MED-RDE	GRAD
MED-RDE	Norby, Nathaniel Steven	Reading Education	MAJ	MED-RDE	GRAD
MED-RDE	Pangrac, Samantha Lee	Reading Education	MAJ	MED-RDE	GRAD
MED-SED	Johnson, Robyn Amanda	Special Education	MAJ	MED-SED	GRAD
MED-SED	Koch, Margaret Ann	Special Education	MAJ	MED-SED	GRAD
MED-SED2	Careless, Sara Ruth	Special Education	MAJ	MED-SED2	GRAD
MED-SED2	Evans, Kayla Neshell	Special Education	MAJ	MED-SED2	GRAD
MENGR-ME	Cvetnic, Jack T	Mechanical Engineering	MAJ	MENGR-ME	GRAD
MENGR-ME	Gaire, Venkata Ravi Kumar	Mechanical Engineering	MAJ	MENGR-ME	GRAD
MENGR-ME	Mengot, Elton Ayuk-Eno	Mechanical Engineering	MAJ	MENGR-ME	GRAD
MFA-VA	Henry, Glendon Lyman	Visual Arts	MAJ	MFA-VA	GRAD
MFA-VA	Kolbow, Joshua James	Visual Arts	MAJ	MFA-VA	GRAD
MM-MUSC	Da Silva, Gilson Luis	Music	MAJ	MM-MUSC	GRAD
MM-MUSC	Gaul, Gerald Richard	Music	MAJ	MM-MUSC	GRAD
MM-MUSC	Trott, Cassidy Megan	Music	MAJ	MM-MUSC	GRAD
MOT-OT	Albrigson, Samantha K	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Arn, Nichole Ann	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Bachmeier, Emily S	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Bertsch, Bobbie Jo	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Black, Michael David	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Bresnahan, Kennedy	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Brown, Kylie Marie	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Brown, Tiana Christina	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Busch, Laurel Elizabeth	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Buscho, Madelin Nicole	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Callahan, Amanda Jo	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Cambronne, Ashley M	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Campbell, Ariel J	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Carlson, Sidney Jo	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Chartier, Danielle	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Clement, Jade M	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Fernandez, Amber Alysson	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Finnegan, Patrick E	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Fiser, Hannah L	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Folkens, Haley Elizabeth	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Fritzler, Rachel Denae	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Fruit, Bailey B	Occupational Therapy	MAJ	MOT-OT	GRAD

MOT-OT	Funke, Mackenzie Ann	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Groth, Melissa Joan	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Hautman, Katie	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Heinze, Ashley Ann	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Hosking, Miranda Truesdall	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Karpen, Mikaela Nicole	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Kempe, Karissa J	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Kolledge, Emily Jean	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Larson, Sadie E	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Lee, Emma Claire	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Mach, Cody Alan	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Mayasich, Olivia Jean	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Monn, Micaela Shea	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Mooney, Jordan Renee	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Moore, Kara Nicole	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Mora, Ashleigh Gwynneth	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Nelson, Jenna M	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Nerhus, Elisabeth Kaitlin	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Nieland, Kasey Lynn	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Person, Sydney Anapurna	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Raymond, Kelsey A	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Roberts, Emily E	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Scheel, Samantha Orluske	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Scoby, Martha	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Sigmond, Stacey A	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Steffen, Amanda C	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Tyce, Alexis M	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Walter, Ryan J	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Wassink, Shelby J	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Westrich, Brooke Evelyn	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Williams, Hannah Nichole	Occupational Therapy	MAJ	MOT-OT	GRAD
MOT-OT	Ystaas, Ashley N	Occupational Therapy	MAJ	MOT-OT	GRAD
MPA-PADM	Halvorson, Spencer L	Public Administration	MAJ	MPA-PADM	GRAD
MPA-PADM	Harris-Lange, Katelyn	Public Administration	MAJ	MPA-PADM	GRAD
MPA-PADM	Klym, Whitney	Public Administration	MAJ	MPA-PADM	GRAD
MPA-PADM	Rudnick, Jessica Lynn	Public Administration	MAJ	MPA-PADM	GRAD
MPA-PADM	Strandberg, Kari Ann	Public Administration	MAJ	MPA-PADM	GRAD

MPA-PADM	Thraillkill, Liam Odin	Public Administration	MAJ	MPA-PADM	GRAD
MPA-PADM2	Cowger, Christopher Joseph	Public Administration	MAJ	MPA-PADM2	GRAD
MPA-PADM2	Hudson, Charissa Lee	Public Administration	MAJ	MPA-PADM2	GRAD
MPA-PADM2	Moore, Tiffany Alexia	Public Administration	MAJ	MPA-PADM2	GRAD
MPA-PADM2	Thompson, Wendy Kalass	Public Administration	MAJ	MPA-PADM2	GRAD
MPAS-PAS	Bohlig, Kristi Michelle	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Bopp, Catherine Marie	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Bowman, Barbara Lynn	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Brown, Jenny Lee	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Christianson, Jennifer K	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Coburn-Pierce, Nicholas Henry	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Collar, Riann S	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Eastep, Carl D	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Engen, Alyse Ann	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Fladmo, Erik R	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Fletschok, Tiffany Lynn	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Gagelin, Stephanie Marie	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Garcia, Juan Carlos	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Heiden, Philip J	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Hiatt, Lindsey Mae	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Horoshak, Zachary Benjamin	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Johnson, Bryan	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Kainis, Jenna Kathryn	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Kirchner, Tracy Lynn	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Milbrath, Ashleigh Jean	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Ninoli, Chukwuka Oscar	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Norton, Killian Dennis	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Pommer, Ashley Lynne	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Quinn, Amy L	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Severson, Stephanie Lynn	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Simonich, Timothy Edward	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Streich, Nicole Christine	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Swanson, Danielle Marlys	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Theriot, Budd J	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Tipton, Bryan Kenneth	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Tramm, Seth A	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD
MPAS-PAS	Wirtz, Kaitlyn Rae	Physician Assistant Studies	MAJ	MPAS-PAS	GRAD

MPH-PH	Haven, Liana Christine	Public Health	MAJ	OPT-RHMP	MPH-PH	GRAD
MPH-PH	Martin, Morgan Leigh	Public Health	MAJ		MPH-PH	GRAD
MPH-PH	Olerud, Ruby Rose Marie	Public Health	MAJ	OPT-HS	MPH-PH	GRAD
MPH-PH	Scherer, Natalie Lois	Public Health	MAJ	OPT-HS	MPH-PH	GRAD
MPH-PH	Tulay, Raggi	Public Health	MAJ	OPT-HS	MPH-PH	GRAD
MPH-PH	Watson, Ian William	Public Health	MAJ		MPH-PH	GRAD
MS-AEC	Bieber, Ryan J	Applied Economics	MAJ		MS-AEC	GRAD
MS-AEC	Hicks, Eli D	Applied Economics	MAJ		MS-AEC	GRAD
MS-AEC	Nan III, David Wesley	Applied Economics	MAJ		MS-AEC	GRAD
MS-AEC2	Fraser, John G	Applied Economics	MAJ		MS-AEC2	GRAD
MS-AEC2	Larson, Michael Duane	Applied Economics	MAJ		MS-AEC2	GRAD
MS-AEC2	Lorenzen, Micah	Applied Economics	MAJ		MS-AEC2	GRAD
MS-AEC2	Nwachuku, Onyedimma	Applied Economics	MAJ		MS-AEC2	GRAD
MS-AEC2	Watier, Kevin	Applied Economics	MAJ		MS-AEC2	GRAD
MS-ATS	Gapp, Nicholas James	Atmospheric Sciences	MAJ		MS-ATS	GRAD
MS-AVIT	Barrett, Michael John	Aviation	MAJ		MS-AVIT	GRAD
MS-AVIT	Cooley, James Robert	Aviation	MAJ		MS-AVIT	GRAD
MS-AVIT	Corbin, Neal Alvin	Aviation	MAJ		MS-AVIT	GRAD
MS-BIOL	Hervey, Samuel Donald	Biology	MAJ		MS-BIOL	GRAD
MS-BIOL	Stechmann, Tanner John	Biology	MAJ		MS-BIOL	GRAD
MS-BME	Allen, Joseph David	Biomedical Engineering	MAJ		MS-BME	GRAD
MS-BME2	Tokhmechi, Behzad	Biomedical Engineering	MAJ		MS-BME2	GRAD
MS-CE	Cox, Matthew L	Civil Engineering	MAJ		MS-CE	GRAD
ND-MNGEO	Cox, Matthew L	Minor Geography	MIN		MS-CE	GRAD
MS-CE	Johnson, Hailey Marie	Civil Engineering	MAJ		MS-CE	GRAD
MS-CE	Liu, Jun	Civil Engineering	MAJ		MS-CE	GRAD
MS-CHE	Al-Sayaghi, Maram Abdulhakim Qasem	Chemical Engineering	MAJ		MS-CHE	GRAD
MS-CHE	Baker, Justin James	Chemical Engineering	MAJ		MS-CHE	GRAD
MS-CHE	Lewis, Jeremy Charles	Chemical Engineering	MAJ		MS-CHE	GRAD
MS-CHE	Seidel, Trevor Lee	Chemical Engineering	MAJ		MS-CHE	GRAD
MS-CHE	Shallbetter, Ryder William	Chemical Engineering	MAJ		MS-CHE	GRAD
MS-CHE2	Ricker, Grace	Chemical Engineering	MAJ		MS-CHE2	GRAD
MS-CHEM	Almutairi, Nora	Chemistry	MAJ		MS-CHEM	GRAD
MS-CHEM	Hatton, Joshua T	Chemistry	MAJ		MS-CHEM	GRAD
MS-CHEM	Omar, Rawan I	Chemistry	MAJ		MS-CHEM	GRAD
MS-CIN	Lund, Sydney Marie	Curriculum and Instruction	MAJ		MS-CIN	GRAD
MS-CLS	Digmann, Benjamin J	Medical Laboratory Science	MAJ		MS-CLS	GRAD

MS-CLS	Duberowski, Jacqueline Suzanne	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CLS	Gilbert, Heather Marie	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CLS	McCroly, Wendi Dael	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CLS	Roberts, Katerina Marie	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CLS	St. Martin, Annemarie Rae	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CLS	Waswick, Allison Jean	Medical Laboratory Science	MAJ	MS-CLS	GRAD
MS-CSCI	Ajjimaporn, Pann	Computer Science	MAJ	MS-CSCI	GRAD
MS-CSCI	Mazumder, Narayana	Computer Science	MAJ	MS-CSCI	GRAD
MS-CSCI	Pandey, Sanjaya	Computer Science	MAJ	MS-CSCI	GRAD
MS-CSD	Allred, Clara Janet	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Arnal, Whitney L	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Carlson, Kelly M	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Dunham, Abbi Keziah	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Hart, Sarah Mary	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Henrickson, Allison J	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Hirvela, Kaitlyn R	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Hrichishen, Laura Mary Anastasia	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Knutson, Hannah L	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Lancaster, Jessica	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Lynch, Amanda Kay	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Qualley, Jessica Elaine	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Radley, Madeleine R	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Smith, Tracey	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Van Keulen, Jessica Kaye	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-CSD	Watkins, Andrea M	Comm Sci & Disorders	MAJ	MS-CSD	GRAD
MS-ECE2	Glock, Anna Patricia	Early Childhood Education	MAJ	MS-ECE2	GRAD
MS-ECE2	King, Lacey J	Early Childhood Education	MAJ	MS-ECE2	GRAD
MS-ECE2	McGovern, Chelsey Amber	Early Childhood Education	MAJ	MS-ECE2	GRAD
MS-EE	Akhbardeh, Farhad	Electrical Engineering	MAJ	MS-EE	GRAD
MS-EE	Henriksen, Stian Neslow	Electrical Engineering	MAJ	MS-EE	GRAD
MS-EE2	Morrow, Brian Russell	Electrical Engineering	MAJ	MS-EE2	GRAD
MS-ELEM2	Imerman, Ana Adele	Elementary Education	MAJ	MS-ELEM2	GRAD
MS-ESSP	Li, Ning	Earth System Science & Policy	MAJ	MS-ESSP	GRAD
MS-GEOG	Khan, Manna B	Geography	MAJ	MS-GEOG	GRAD
MS-GEOG	Phillips, Justin A	Geography	MAJ	MS-GEOG	GRAD
MS-GLE	Jeannotte, Tyson Lee	Geological Engineering	MAJ	MS-GLE	GRAD
MS-HED	Ade, Sullivan Anye	MS-Higher Education	MAJ	MS-HED	GRAD

OPT-CSCIAS

MS-HED	Carroll, Samuel Dae	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Dougherty, Emily Ann	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Grover, Chelsy Lauren	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Herbert, Michael James	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Nadeau, Gavin Michael	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Pourmanzourinejad, Sepideh	MS-Higher Education	MAJ	MS-HED	GRAD
MS-HED	Schwandt, Chaz Nicholas	MS-Higher Education	MAJ	MS-HED	GRAD
MS-IDT	Collins, Megan Chapman	Instructional Design & Tech	MAJ	MS-IDT	GRAD
MS-IDT	Demarce, Nicole Christine	Instructional Design & Tech	MAJ	MS-IDT	GRAD
MS-IDT2	Groskreutz, Bj Aaron	Instructional Design & Tech	MAJ	MS-IDT2	GRAD
MS-IDT2	Jones, Jennifer Lynn	Instructional Design & Tech	MAJ	MS-IDT2	GRAD
MS-IDT2	Leung, Hoitung Terry	Instructional Design & Tech	MAJ	MS-IDT2	GRAD
MS-IES	Jin, Bosen	Environmental Engr	MAJ	MS-IES	GRAD
MS-IT	Hamilton, James Turner	Technology	MAJ	MS-IT	GRAD
MS-KIN	Dooley, Faith LaVoy	Kinesiology	MAJ	MS-KIN	GRAD
MS-KIN	Doree, Ryan Eric	Kinesiology	MAJ	MS-KIN	GRAD
MS-KIN	Haight, Colton Jeffrey	Kinesiology	MAJ	MS-KIN	GRAD
MS-KIN	Kaster, Tori Elaine	Kinesiology	MAJ	MS-KIN	GRAD
MS-KIN	Pinoniemi, Bridget Kate	Kinesiology	MAJ	MS-KIN	GRAD
MS-KIN	Strand, Bailey Renae	Kinesiology	MAJ	MS-KIN	GRAD
MS-MATH	Mara, Trevor Richard	Mathematics	MAJ	MS-MATH	GRAD
MS-MATH	Pascuzzi, Alyson Marie	Mathematics	MAJ	MS-MATH	GRAD
MS-MATH	Reiling, Paige Allayne	Mathematics	MAJ	MS-MATH	GRAD
MS-MATH	Schomer, Elias Howard	Mathematics	MAJ	MS-MATH	GRAD
MS-ME	Alghamdi, Farwan Adnan	Mechanical Engineering	MAJ	MS-ME	GRAD
MS-ME	Islam, Rezawana	Mechanical Engineering	MAJ	MS-ME	GRAD
MS-ME	Paudyal, Santosh	Mechanical Engineering	MAJ	MS-ME	GRAD
MS-NURS	Heider, Renae Dawn	Nursing	MAJ	MS-NURS	GRAD
MS-NURS2	Adedivura, Tolulope Emmanuel	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Arnold, Jenna Marie	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Baker, Angela Marie Brooks	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Baldwin, Stephanie D	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Berger, Erin Renee	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Beyer, Molly Sue	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Bieniek, Thomas Hauser	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Borowicz, Marie Kate	Nursing	MAJ	MS-NURS2	GRAD
MS-NURS2	Bresnahan, JoAnn Tisdell	Nursing	MAJ	MS-NURS2	GRAD
				OPT-NURSFN	
				OPT-NURMH2	
				OPT-NURSF2	
				OPT-NURG2	
				OPT-NURSF2	
				OPT-NURED2	
				OPT-NURSF2	
				OPT-NURG2	
				OPT-NURG2	
				OPT-NURG2	

MS-NURS2	Brown, McKenzie Ann	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Chakua, Dennis Nyagechanga	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Christensen, Abigail Irene	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Clairmont, Dana Lynn	Nursing	MAJ	OPT-NURED2	MS-NURS2	GRAD
MS-NURS2	Cook, Alisa Marie	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Crosby, Alicia Michelle	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Fee, Rebecca Anne	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Ferrie, Hannah Webster	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Fru, Anita Mambo	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Furstenau, Stephanie Jo	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Garad, Muna Haji	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Gossman, Joseph James	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Gourneau, Kristen Renae	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Grimmell, Jacqueline Marie	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Grose, Dillon Flannery	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Grueneich, Josalyn Joy	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Halvorson, Angela Dorothy	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Herzog, Carey Beth	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Hillis, Hannah Ruth	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Hoselton, Elle Eileen	Nursing	MAJ	OPT-NURED2	MS-NURS2	GRAD
MS-NURS2	Jafuneh, Abass	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Johnson, Jeremiah John	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Johnson, Jessica Marie	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Kala, Juliette Chuandem	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Kennedy, Kenna Lyn	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Koski, Shannon Marie	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Koskiniemi, Linda Sue	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Krebsbach, Elizabeth Jean	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Lindberg, Kelsey Therese	Nursing	MAJ	OPT-NURED2	MS-NURS2	GRAD
MS-NURS2	Lorenz, Chelsey Joy	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Lorsung, Kayla Rae	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Lundeen, Brenda Kristine	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Luu, Monica	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Mahowald, Shelly Marie	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Manwa, Haron Nyakundi	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Martin, Katie Mae	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Marx, Crystal Joy	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD



MS-NURS2	Meyer, Shawn Rochelle Nadeau	Nursing	MAJ	OPT-NURED2	MS-NURS2	GRAD
MS-NURS2	Mikhaeil, Amanda June Inas	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Monshaugen, Jenna	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Mullin, Danielle Jo	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Murphy, Elizabeth Ann	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Naastad, Courtney JoEllen	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Ndege, Gladys Ayiera	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	O'Gara, Shannon Leah	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Okuneye, Tolu	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Pankratz, Brianna Lee	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Pitt, Shannon Corinne	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Reber, Amanda Beth	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Relf, Mitchell Jacob	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Reynolds, Paul Steven	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Rivard, Sadie M	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Rodenbiker, Paul Ronald	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Rose, Ashley Cora	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Runde, Cheryl Lynne	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Sauter, Rachel Ann	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Schmitz, Morgan Anne	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Schneider, Megan	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Schonteich, Monica M	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Schroeder, Caroline Emily	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Sisell, Jennifer Lauren	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Smolen, Jessica Marie	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Suomi, Amy Jo	Nursing	MAJ	OPT-NURMH2	MS-NURS2	GRAD
MS-NURS2	Trebil, Rebecca Donna	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Walko, Julie Ann	Nursing	MAJ	OPT-NURG2	MS-NURS2	GRAD
MS-NURS2	Wallace, Angela Joy	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Wavrin, Ashley Marie	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Wolf, Karlie Marie Richardson	Nursing	MAJ	OPT-NURED2	MS-NURS2	GRAD
MS-NURS2	Woodbury, Courtney Anne Louise	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-NURS2	Yellow, Robbi Allyn	Nursing	MAJ	OPT-NURSF2	MS-NURS2	GRAD
MS-PHYS	Altincicek, Furkan Muhammet	Physics	MAJ		MS-PHYS	GRAD
MS-PHYS	Kukay, Alexander John	Physics	MAJ		MS-PHYS	GRAD
MS-PTE	Mohamed, Mohamed Mohamed Awad	Petroleum Engineering	MAJ		MS-PTE	GRAD
MS-PTE	Sur, Runxuan	Petroleum Engineering	MAJ		MS-PTE	GRAD

MS-RDE2	Kostorzewski, Janel Geralyn	Reading Education	MAJ	MS-RDE2	GRAD
MS-RDE2	Reese, Tevia Q	Reading Education	MAJ	MS-RDE2	GRAD
MS-SED	Hoadley, Alison Louise	Special Education	MAJ	MS-SED	GRAD
MS-SED	Irving, Samantha J	Special Education	MAJ	MS-SED	GRAD
MS-SED	Kupper, Christina Mardell	Special Education	MAJ	MS-SED	GRAD
MS-SED	Lorenz, Emily Anne	Special Education	MAJ	MS-SED	GRAD
MS-SED	Lorenz, Emily Anne	Special Education	MAJ	MS-SED	GRAD
MS-SED	Reich, Erika Alane	Special Education	MAJ	MS-SED	GRAD
MS-SED	Williams, Shana Kathleen-Palm	Special Education	MAJ	MS-SED	GRAD
MS-SED	Withee, Anna Marie	Special Education	MAJ	MS-SED	GRAD
MS-SED2	Bail-LaLonde, Zandra Ann	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Carlson, Mindy Marie	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Carlson, Mindy Marie	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Carlson, Tyler John	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Differding, Courtney Colleen	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Dulcetta, Allison Maria	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Fleming, Lorree Michelle	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Foster, Cherrith Brooke	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Gilbey, Kimberly Kathleen	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Glass, Svetlana	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Gold, Atara	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Hanson, Nicole Elizabeth	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Hartsoch, Skylar Nicole	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Hofer, Alexis Jo	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Ingemansen, Samuel J	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Joiner, Nyasia	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Kelleran, Ashley Neubaum	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Klausner, Wendy Ellen	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Lando, Naomi Tzipora	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Larson, Diane Michelle	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Magdziarz, Timothy Michael	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Messing, Matthew	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Munroe, Kimberly	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Muse, Rachael Buchanan	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Reincke, Victoria M	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Reincke, Victoria M	Special Education	MAJ	MS-SED2	GRAD
MS-SED2	Roy, Alexa Katherine	Special Education	MAJ	MS-SED2	GRAD
				SPEC-DCD	
				SPEC-SES	
				SPEC-SES	
				SPEC-LD	
				SPEC-ED	
				SPEC-SES	
				SPEC-SES	
				SPEC-VI2	
				SPEC-LD2	
				SPEC-ED2	
				SPEC-LD2	
				SPEC-LD2	
				SPEC-LD2	
				SPEC-LD2	
				SPEC-LD2	
				SPEC-LD2	
				SPEC-VI2	
				SPEC-VI2	
				SPEC-LD2	
				SPEC-VI2	
				SPEC-ASD2	
				SPEC-ASD2	
				SPEC-ABA2	
				SPEC-ED2	
				SPEC-ASD2	
				SPEC-ASD2	
				SPEC-ASD2	
				SPEC-SES2	
				SPEC-LD2	
				SPEC-ED2	
				SPEC-ECSE2	

MS-SED2	Sanken, Sara Jo	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
MS-SED2	Schulman, Shulamis	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
MS-SED2	Storhoff, Erin M	Special Education	MAJ	SPEC-VI2	MS-SED2	GRAD
MS-SED2	Volker, Derek	Special Education	MAJ	SPEC-LD2	MS-SED2	GRAD
MS-SED2	Vos, Michael Gerald	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
MS-SED2	Walker, Kathleen Patricia	Special Education	MAJ		MS-SED2	GRAD
MS-SED2	Ward, Juliana Marie	Special Education	MAJ	SPEC-ABA2	MS-SED2	GRAD
MS-SED2	Ward, Leighton Dawn	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
MS-SED2	Wehlander, Lori Marie	Special Education	MAJ	SPEC-ED2	MS-SED2	GRAD
MS-SED2	Williams, Kelly Caitlin	Special Education	MAJ	SPEC-ECSE2	MS-SED2	GRAD
MS-SED2	Yoder, Britanni Helen	Special Education	MAJ	SPEC-ASD2	MS-SED2	GRAD
MS-SEN	Tsiryapkina, Irina Vladimirovna	Energy Systems Engineering	MAJ		MS-SEN	GRAD
MS-SPST	Brake, Lisa Gail	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Daniels, Kayla Marie	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Ducich, Nick	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Fabian, Christopher David	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Jones, Kevin Christopher	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Lindquist, Reece Alexander	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Martin, William Brandon	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	McIntyre, Kathleen Jacinda	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Newton, Carolyn Elizabeth	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST	Raback-Schink, Benjamin Robert	Space Studies	MAJ		MS-SPST	GRAD
MS-SPST2	Balzer, Ashley	Space Studies	MAJ		MS-SPST2	GRAD
MS-SPST2	Berger, Lindsey Dawn	Space Studies	MAJ		MS-SPST2	GRAD
MS-SPST2	Calvert, Katharine Anne	Space Studies	MAJ		MS-SPST2	GRAD
MS-SPST2	Giordano, Gregory James	Space Studies	MAJ		MS-SPST2	GRAD
MS-SPST2	Johnson, Jennifer Michelle	Space Studies	MAJ		MS-SPST2	GRAD
MSW-SWK	Feaver, Maureen	Social Work	MAJ	OPT-SWKT	MSW-SWK	GRAD
MSW-SWK	Turner, Michelle Theresa	Social Work	MAJ		MSW-SWK	GRAD
MSW-SWK2	Boyd, Suzanne Marilynn	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Brorby, Erika Ann	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Carlson, Catherine Denise	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	DeGroot, Julia Ellen	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Dopoh, Massa	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Gregory, Tracy Joan	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Hermesen, Amanda Renee	Social Work	MAJ		MSW-SWK2	GRAD
MSW-SWK2	Hoeltzner, Tasha Lorraine	Social Work	MAJ		MSW-SWK2	GRAD

MSW-SWK2	Hostettler, Michelle Denise	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Kesner, Danette Gyovai	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Kolo-Johnson, Jeanne Helen	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Kuba, Amy S	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Maggio, Kimberly Dawn	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Malmkog, Judith Ann	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	McCoy, Samson	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Milliken, Spring	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Peterson, Mata Marie	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Ripka, Deanna Renee	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Sofa, Nafisa	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Tang, Katie Lynn	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Townsel, Casandra Chanel	Social Work	MAJ	MSW-SWK2	GRAD
MSW-SWK2	Valencia Ordonez, Giuliana Lizeth	Social Work	MAJ	MSW-SWK2	GRAD
PHD-BMB	Xiang, Menglan	Biochemistry	MAJ	PHD-BMB	GRAD
PHD-BMS	McGregor, Brett Anthony	Biomedical Sciences	MAJ	PHD-BMS	GRAD
PHD-BMS	O'Donnell, Kyle Lee	Biomedical Sciences	MAJ	PHD-BMS	GRAD
PHD-CE	Al-Kaseasbeh, Qusay Adel Abed Alhaway	Civil Engineering	MAJ	PHD-CE	GRAD
PHD-CHEM	Xing, Yuqian	Chemistry	MAJ	PHD-CHEM	GRAD
PHD-CLPSYC	McConnell, Heather Lynn	Clinical Psychology	MAJ	PHD-CLPSYC	GRAD
ND-MNPSYCH	Reding, Eliah Michael	Minor Psychology	MIN	PHD-CPSYC	GRAD
PHD-CPSYC	Reding, Eliah Michael	Counseling Psychology	MAJ	PHD-CPSYC	GRAD
PHD-EDL	Holz, Shawn F	Educational Leadership	MAJ	PHD-EDL	GRAD
PHD-EDL	Klimek, Scott Gene	Educational Leadership	MAJ	PHD-EDL	GRAD
PHD-EDL	Schill, Francis Arthur	Educational Leadership	MAJ	PHD-EDL	GRAD
PHD-EDL	Spaeth, Teresa Ann	Educational Leadership	MAJ	PHD-EDL	GRAD
PHD-EE	Alemaryeen, Ala Ali	Electrical Engineering	MAJ	PHD-EE	GRAD
PHD-EFR	Farnsworth, Bruce Evan	Educational Foundations & Rese	MAJ	PHD-EFR	GRAD
PHD-EFR	Gleditsch, Rebecca Folkman	Educational Foundations & Rese	MAJ	PHD-EFR	GRAD
PHD-ENGL	Harnish, Andrew John	English	MAJ	PHD-ENGL	GRAD
PHD-ESSP	Proulx, Rob Alan	Earth System Science & Policy	MAJ	PHD-ESSP	GRAD
PHD-NURS2	Colsch, Renee	Nursing	MAJ	PHD-NURS2	GRAD
PHD-NURS2	Eccles, Jennifer D	Nursing	MAJ	PHD-NURS2	GRAD
PHD-PSYC	Mark, Christopher Anton	Psychology	MAJ	PHD-PSYC	GRAD
PHD-PTE	Wang, Sai	Petroleum Engineering	MAJ	PHD-PTE	GRAD
PHD-T&L	Eberhart, Katrina Marie	Teaching and Learning	MAJ	PHD-T&L	GRAD
PHD-T&L	Elbert, Amy Joleen	Teaching and Learning	MAJ	PHD-T&L	GRAD

EMP-T&LHED PHD-T&L

PHD-T&L	Morlock, Shanna Lea	Teaching and Learning	MAJ	PHD-T&L	GRAD
BA-HON	Allen, Jennifer Marie	BA-Honors Program	MAJ	BA-HON	HONOR
BA-HON	Barstad, Kaylen Jo	BA-Honors Program	MAJ	BA-HON	HONOR
BA-HON	Brumbaugh, Bethany J	BA-Honors Program	MAJ	BA-HON	HONOR
BA-HON	Demarais, Kayla Mae	BA-Honors Program	MAJ	BA-HON	HONOR
BA-HON	Flynn, Sawyer R	BA-Honors Program	MAJ	BA-HON	HONOR
BA-HON	Lantz, Rachel Sierra Pauline	BA-Honors Program	MAJ	BA-HON	HONOR
BS-HON	Hermanson, Kole Jeffery	Honors Program	MAJ	BS-HON	HONOR
ND-MBIOL	Hermanson, Kole Jeffery	Biology	MAJ	BS-HON	HONOR
ND-MNP MED	Hermanson, Kole Jeffery	Minor Pre-Medicine	MIN	BS-HON	HONOR
BS-HON	Hull, Maddysen Lee	Honors Program	MAJ	BS-HON	HONOR
BS-HON	Weller, Devin Thomas	Honors Program	MAJ	BS-HON	HONOR
BSA-ASM	Chen, Zonghong	BSA-Aviation Studies	MAJ	BSA-ASM	HONOR
BSA-ASM	McCroskey, Jason Kirby	BSA-Aviation Studies	MAJ	BSA-ASM	JDO
BSA-ASM	McCroskey, Jason Kirby	BSA-Aviation Studies	MAJ	BSA-ASM	JDO
BSA-ASM	Wagner, Luke Allan	BSA-Aviation Studies	MAJ	BSA-ASM	JDO
BSA-ATC	Anderson, Forest R	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Barnum, Brittany M	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNNUTR	Barnum, Brittany M	Minor Nutrition	MIN	BSA-ATC	JDO
BSA-ATC	Barrett, Thomas R	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNMTS	Barrett, Thomas R	Minor Military Science	MIN	BSA-ATC	JDO
BSA-ATC	Berg-Arnold, Owen S	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNSOC	Berg-Arnold, Owen S	Minor Sociology	MIN	BSA-ATC	JDO
BSA-ATC	Bradley, Luke Thomas	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Frenette, Matthew A	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Huntsman, Miranda Deniz	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNCOMM	Huntsman, Miranda Deniz	Minor Communication	MIN	BSA-ATC	JDO
BSA-ATC	Johnson, Samuel William	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Laden, Isabella Kellor	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Laden, Isabella Kellor	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Lindenfelser, Dylan Thomas	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNCOMM	Lindenfelser, Dylan Thomas	Minor Communication	MIN	BSA-ATC	JDO
BSA-ATC	Meuleners, Janessa M	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Schaefer, Aaron Joseph	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
BSA-ATC	Thompson, Betsy L	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNPADM	Thompson, Betsy L	Minor Public Administration	MIN	BSA-ATC	JDO
ND-MNPOLS	Thompson, Betsy L	Minor Political Science	MIN	BSA-ATC	JDO

BSA-ATC	Wyneken, Russell Warren	BSA-Air Traffic Management	MAJ	BSA-ATC	JDO
ND-MNSPAN	Wyneken, Russell Warren	Minor Spanish	MIN	BSA-ATC	JDO
BSA-CMA	Anderson, Alexis L	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Baltazar, Wade Josef	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Bates, Collin Joseph	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Bianca, Daniel James	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Boehmke, Kyle J	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Brecht, Evan E	BSA-Commercial Aviation	MAJ	TRK-HELICO	JDO
BSA-CMA	Brecht, Evan E	BSA-Commercial Aviation	MAJ	SPEC-BACMA	JDO
ND-MJUAS	Brecht, Evan E	Unmanned Aircraft Systems Oper	MAJ	TRK-HELICO	JDO
BSA-CMA	Brickman, Weston C	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJFLE	Brickman, Weston C	Flight Education	MAJ	BSA-CMA	JDO
BSA-CMA	Brown, Nicholas Russell	BSA-Commercial Aviation	MAJ	TRK-HELICO	JDO
BSA-CMA	Carpio Perez, Gerardo Antonio	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Cazac, Connor D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Christenson, John	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Cote, Alec D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	D'Souza, Keegan P	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Dorangrichia, Tanner Anthony	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Engstrom, Nathan William	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Engstrom, Nathan William	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MNATSC	Engstrom, Nathan William	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MNSPAN	Engstrom, Nathan William	Minor Atmospheric Sciences	MIN	BSA-CMA	JDO
BSA-CMA	Foster, Jesse J	Minor Spanish	MIN	BSA-CMA	JDO
BSA-CMA	Foster, Kyle Marie	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJUAS	Foster, Kyle Marie	BSA-Commercial Aviation	MAJ	TRK-HELICO	JDO
BSA-CMA	Gieske, Kale Robert	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO
ND-MJUAS	Gieske, Kale Robert	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Graham, Carson Timothy	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO
BSA-CMA	Grainger, Connor Cedric	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Greer, Garrett William	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Hanson, Michelle Christine	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Henion, Samuel R	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Jo, Keonhee	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Kelley, Marshall A	BSA-Commercial Aviation	MAJ	SPEC-BACMA	JDO
BSA-CMA	Kerns, Cole David	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Klaver, Daniel Paul	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Korkowski, Alex D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
				TRK-FXWING	JDO

BSA-CMA	Lau, Travis A	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Layoun, Kevin Michael	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Leverson, Adam Samuel	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJUAS	Leverson, Adam Samuel	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO
BSA-CMA	Lilley, Madeline M	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Loehrer, McKala K	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Loizos, Yannis N	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Maziak, Samuel John	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Mela, Tariq Rehman	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJUAS	Mela, Tariq Rehman	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO
BSA-CMA	Nash, Jens T	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJUAS	Nash, Jens T	Unmanned Aircraft Systems Oper	MAJ	BSA-CMA	JDO
BSA-CMA	Pertl, Benjamin A	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Peterson, Christian C	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Petrie, Madison L	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Ragab, Mohamed Abdelfattah	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Ragusa, Alex A	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Roberts, Connor Dalton	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Rodondi, Dante Edward	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Rossi, Andrew D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MNATSC	Rossi, Andrew D	Minor Atmospheric Sciences	MIN	TRK-HELICO	JDO
BSA-CMA	Schmidt, Rebecca Sue	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
ND-MJFLE	Schmidt, Rebecca Sue	Flight Education	MAJ	SPEC-BACMA	JDO
BSA-CMA	Shim, Ho Seok	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Smith, Cody Victor	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Soroush, Timo	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Steensma, Tanner Michael	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Stell, Michael J	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Stephens, Sam C	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Viger, Jacob M	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Weller, Devin Thomas	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	White, Eric Jacob	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Wickersham, Jonathan D	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-CMA	Zehr, Jacob L	BSA-Commercial Aviation	MAJ	BSA-CMA	JDO
BSA-FLE	Madsen, Paul Andrew	BSA-Flight Education	MAJ	BSA-FLE	JDO
BSA-UAS	Berg, Tyson Christopher	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSA-UAS	DeForest, Jacob D	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO

BSA-UAS	Gutoske, Joseph Howard	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSA-UAS	Lohse, Luke Edward	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
ND-MJCM	Lohse, Luke Edward	Commercial Aviation	MAJ	BSA-UAS	JDO
BSA-UAS	Reishus, Alec S	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSA-UAS	Roberts, Shawn M	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
ND-MNSPST	Roberts, Shawn M	Minor Space Studies	MIN	BSA-UAS	JDO
BSA-UAS	Seehusen, Megan Marie	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
ND-MNCJS	Seehusen, Megan Marie	Minor Criminal Justice Studies	MIN	BSA-UAS	JDO
ND-MNENSC	Seehusen, Megan Marie	Minor Engineering Science	MIN	BSA-UAS	JDO
BSA-UAS	Strike, John Kyle	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSA-UAS	Sweet, Brandon T	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSA-UAS	Zeman, John Taylor	BSA-Unmanned Aircraft Sys Oper	MAJ	BSA-UAS	JDO
BSATSC-ATS	Aldridge, Joel Braxton	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	Aldridge, Joel Braxton	Minor Mathematics	MIN	BSATSC-ATS	JDO
BSATSC-ATS	Beard, Hanna Elizabeth	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	Beard, Hanna Elizabeth	Minor Mathematics	MIN	BSATSC-ATS	JDO
BSATSC-ATS	Erickson, Anna Katherine	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	Erickson, Anna Katherine	Minor Mathematics	MIN	BSATSC-ATS	JDO
BSATSC-ATS	Johnson, Emalie Hannah	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	Johnson, Emalie Hannah	Minor Mathematics	MIN	BSATSC-ATS	JDO
BSATSC-ATS	McCabe, Megan Elizabeth	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	McCabe, Megan Elizabeth	Minor Mathematics	MIN	BSATSC-ATS	JDO
ND-MNSUS	McCabe, Megan Elizabeth	Minor Sustainability Studies	MIN	BSATSC-ATS	JDO
BSATSC-ATS	Otto, Alexa A	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
BSATSC-ATS	Pederson, Kyle Brian	BSATSC-Atmospheric Sciences	MAJ	BSATSC-ATS	JDO
ND-MNMATH	Pederson, Kyle Brian	Minor Mathematics	MIN	BSATSC-ATS	JDO
BSCSCI-CSC	Clark, Tyler W	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Dingeldein, Erich S	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNMATH	Dingeldein, Erich S	Minor Mathematics	MIN	BSCSCI-CSC	JDO
BSCSCI-CSC	Iiams, Jacob William	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Johnson, Aaron Reed	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Johnson, Jacob A	Minor Mathematics	MIN	BSCSCI-CSC	JDO
ND-MNMATH	Johnson, Jacob A	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Keller, Michelle Katherine	Minor Mathematics	MIN	BSCSCI-CSC	JDO
ND-MNMATH	Keller, Michelle Katherine	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Marquette, Alexander R	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Martin, Chase K	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO

SPEC-SE



BSCSCI-CSC	Matan, Mohamed Ged	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Mohamoud, Fuad Rashid	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Moore, Shane Russell	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNCHEM	Moore, Shane Russell	Minor Chemistry	MIN	BSCSCI-CSC	JDO
ND-MNENSC	Moore, Shane Russell	Minor Engineering Science	MIN	BSCSCI-CSC	JDO
ND-MNMATH	Moore, Shane Russell	Minor Mathematics	MIN	BSCSCI-CSC	JDO
BSCSCI-CSC	Mord, Brandon DonRichard	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNECON	Mord, Brandon DonRichard	Minor Economics	MIN	BSCSCI-CSC	JDO
ND-MNMATH	Mord, Brandon DonRichard	Minor Mathematics	MIN	BSCSCI-CSC	JDO
BSCSCI-CSC	Nelson, Micah James	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Nenninger, Rachel Ann	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Ohren, Matthew R	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Opheim, Kristin	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Peterson, Jay Thomas	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNMATH	Peterson, Jay Thomas	Minor Mathematics	MIN	BSCSCI-CSC	JDO
BSCSCI-CSC	Popowski, Derek A	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Said, Mohamed Adde	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNMATH	Said, Mohamed Adde	Minor Mathematics	MIN	BSCSCI-CSC	JDO
BSCSCI-CSC	Sterner, Anthony Robert	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Stroh, Adam	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Sundre, Zachary J	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Treuer, Robert James	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Welander, Tyler Justin	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Welander, Tyler Justin	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
BSCSCI-CSC	Welander, Tyler Justin	BSCSCI-Comp Sci-Colg of Engr	MAJ	BSCSCI-CSC	JDO
ND-MNMATH	Welander, Tyler Justin	Minor Mathematics	MIN	BSCSCI-CSC	JDO
CERT-ATP	Horst, Nicholas A	CERT-US Air Transportation Pol	MAJ	CERT-ATP	LAW
CERT-INLAW	Bagnell Morehead, Courtney R	CERT-Indian Law	MAJ	CERT-INLAW	LAW
CERT-INLAW	Mulder, Kendra	CERT-Indian Law	MAJ	CERT-INLAW	LAW
CERT-INLAW	Nechiporenko, Katie Marie	CERT-Indian Law	MAJ	CERT-INLAW	LAW
CERT-INLAW	Pinnick, Derek	CERT-Indian Law	MAJ	CERT-INLAW	LAW
CERT-INLAW	Thoreson, Victoria Anne	CERT-Indian Law	MAJ	CERT-INLAW	LAW
JD-LAW	Aasved, Bryse L	Law	MAJ	JD-LAW	LAW
JD-LAW	Aiello, Pietro F	Law	MAJ	JD-LAW	LAW
JD-LAW	Amundson, Joshua Andrew	Law	MAJ	JD-LAW	LAW
JD-LAW	Bagnell Morehead, Courtney R	Law	MAJ	JD-LAW	LAW
JD-LAW	Bakken, Patrick A	Law	MAJ	JD-LAW	LAW
					SPEC-NOSA
					SPEC-IT
					SPEC-SE

JD-LAW	Becker, Dylan James	Law	MAJ	JD-LAW	LAW
JD-LAW	Bergstrom, Jacqueline	Law	MAJ	JD-LAW	LAW
JD-LAW	Blake, Reannen M	Law	MAJ	JD-LAW	LAW
JD-LAW	Blanchard, Scott D	Law	MAJ	JD-LAW	LAW
JD-LAW	Bowlin, Haylee N	Law	MAJ	JD-LAW	LAW
JD-LAW	Brar, Jessie-Singh	Law	MAJ	JD-LAW	LAW
JD-LAW	Brockel, Magdalena Rose	Law	MAJ	JD-LAW	LAW
JD-LAW	Brown, Travis Austin	Law	MAJ	JD-LAW	LAW
JD-LAW	Bustamante, George G	Law	MAJ	JD-LAW	LAW
JD-LAW	Carpenter, Katie Lynn	Law	MAJ	JD-LAW	LAW
JD-LAW	Chrusch, Evan Michael	Law	MAJ	JD-LAW	LAW
JD-LAW	Cosby, Melissa L	Law	MAJ	JD-LAW	LAW
JD-LAW	Cummings, Beau M	Law	MAJ	JD-LAW	LAW
JD-LAW	Duncan, Ian R	Law	MAJ	JD-LAW	LAW
JD-LAW	Enget, Kendra MacKenzie	Law	MAJ	JD-LAW	LAW
JD-LAW	Foster, Danielle Jean	Law	MAJ	JD-LAW	LAW
JD-LAW	Frederickson, Cassandra M	Law	MAJ	JD-LAW	LAW
JD-LAW	Funk, Montana Lina	Law	MAJ	JD-LAW	LAW
JD-LAW	George, Nicholas L	Law	MAJ	JD-LAW	LAW
JD-LAW	Glines, Morgan Renae	Law	MAJ	JD-LAW	LAW
JD-LAW	Gonzalez, John Michael	Law	MAJ	JD-LAW	LAW
JD-LAW	Grindberg, Hugh Conrad	Law	MAJ	JD-LAW	LAW
JD-LAW	Haller, Corey John	Law	MAJ	JD-LAW	LAW
JD-LAW	Hermanson, Tanner Dean	Law	MAJ	JD-LAW	LAW
JD-LAW	Hill, MacKenzie B	Law	MAJ	JD-LAW	LAW
JD-LAW	Hochhalter, Lisa Jean	Law	MAJ	JD-LAW	LAW
JD-LAW	Hoefs, Nicole Sara	Law	MAJ	JD-LAW	LAW
JD-LAW	Hogue, Marshall D	Law	MAJ	JD-LAW	LAW
JD-LAW	Horst, Nicholas A	Law	MAJ	JD-LAW	LAW
JD-LAW	Hunt, Alexander James	Law	MAJ	JD-LAW	LAW
JD-LAW	Izenberg, Devin P	Law	MAJ	JD-LAW	LAW
JD-LAW	Jensen, Sarah	Law	MAJ	JD-LAW	LAW
JD-LAW	Johansen, Robin Mureen	Law	MAJ	JD-LAW	LAW
JD-LAW	Johnston, Cole James	Law	MAJ	JD-LAW	LAW
JD-LAW	Jones, Michael E	Law	MAJ	JD-LAW	LAW
JD-LAW	Jones, Ryne	Law	MAJ	JD-LAW	LAW
JD-LAW	Jordan, Samantha Ann-Marie	Law	MAJ	JD-LAW	LAW

JD-LAW	Jureidini, Olivia A	Law	MAJ	JD-LAW	LAW
JD-LAW	Karpenko, Alison Marie	Law	MAJ	JD-LAW	LAW
JD-LAW	Kopp, Matthew Prescott	Law	MAJ	JD-LAW	LAW
JD-LAW	Lecomte, Alexa Marie Morley	Law	MAJ	JD-LAW	LAW
JD-LAW	Loreno, Courton J	Law	MAJ	JD-LAW	LAW
JD-LAW	Macey, Taylor M	Law	MAJ	JD-LAW	LAW
JD-LAW	McCormick, Rheider Wesley	Law	MAJ	JD-LAW	LAW
JD-LAW	McNamara, Shaun D	Law	MAJ	JD-LAW	LAW
JD-LAW	Mehaffey, Shannon P	Law	MAJ	JD-LAW	LAW
JD-LAW	Mondragon, Angelo S	Law	MAJ	JD-LAW	LAW
JD-LAW	Mootz, Christopher Xavier	Law	MAJ	JD-LAW	LAW
JD-LAW	Mulder, Kendra	Law	MAJ	JD-LAW	LAW
JD-LAW	Nechiporenko, Katie Marie	Law	MAJ	JD-LAW	LAW
JD-LAW	Nichols, Cody J	Law	MAJ	JD-LAW	LAW
JD-LAW	Ochoa, Susan Fae	Law	MAJ	JD-LAW	LAW
JD-LAW	Pasco, Jackson W	Law	MAJ	JD-LAW	LAW
JD-LAW	Peckover, Zoe E	Law	MAJ	JD-LAW	LAW
JD-LAW	Peri, Ella	Law	MAJ	JD-LAW	LAW
JD-LAW	Pinnick, Derek	Law	MAJ	JD-LAW	LAW
JD-LAW	Poole, Mariah C	Law	MAJ	JD-LAW	LAW
JD-LAW	Prindville, Alyssa Marie	Law	MAJ	JD-LAW	LAW
JD-LAW	Ramage, Emily M	Law	MAJ	JD-LAW	LAW
JD-LAW	Reeve, Erica J	Law	MAJ	JD-LAW	LAW
JD-LAW	Rehberg, Ryan K	Law	MAJ	JD-LAW	LAW
JD-LAW	Richard, Adam Paul	Law	MAJ	JD-LAW	LAW
JD-LAW	Riley, Terin G.	Law	MAJ	JD-LAW	LAW
JD-LAW	Ruska, Brierra A	Law	MAJ	JD-LAW	LAW
JD-LAW	Santilus, Cassandre	Law	MAJ	JD-LAW	LAW
JD-LAW	Samuelson, Nicholas Steven	Law	MAJ	JD-LAW	LAW
JD-LAW	Schillerstrom, Andrea C	Law	MAJ	JD-LAW	LAW
JD-LAW	Sinning, Gregory C	Law	MAJ	JD-LAW	LAW
JD-LAW	Snellings, Tina M	Law	MAJ	JD-LAW	LAW
JD-LAW	Solheim, Jocelyn Ann	Law	MAJ	JD-LAW	LAW
JD-LAW	Stadnyk, Steven M	Law	MAJ	JD-LAW	LAW
JD-LAW	Staub, Sadie J	Law	MAJ	JD-LAW	LAW
JD-LAW	Steffes, Ellie Maria	Law	MAJ	JD-LAW	LAW
JD-LAW	Stoppeworth, Chelsey Alexia	Law	MAJ	JD-LAW	LAW

JD-LAW	Su, Zhiyu	Law	MAJ	JD-LAW	LAW
JD-LAW	Surma, Nicholas Mark	Law	MAJ	JD-LAW	LAW
JD-LAW	Taylor, Victoria K	Law	MAJ	JD-LAW	LAW
JD-LAW	Thoreson, Victoria Anne	Law	MAJ	JD-LAW	LAW
JD-LAW	Tschosik, Alexis Lauren	Law	MAJ	JD-LAW	LAW
JD-LAW	Velazquez, Amanda E	Law	MAJ	JD-LAW	LAW
JD-LAW	Wegner, Hannah Marie	Law	MAJ	JD-LAW	LAW
JD-LAW	Wieber, Brock M	Law	MAJ	JD-LAW	LAW
JD-LAW	Williams, Katelyn Nicole	Law	MAJ	JD-LAW	LAW
JD-LAW	Williamson, Stephen E	Law	MAJ	JD-LAW	LAW
JD-LAW	Zazueta Lizarraga, Jose E	Law	MAJ	JD-LAW	LAW
JD-LAW	Zipman, Ethan Lindsey	Law	MAJ	JD-LAW	LAW
JD-LAW	Zuke, Victoria Anne Kennedy	Law	MAJ	JD-LAW	LAW
JD-LAW	de Vries, Erica T	Law	MAJ	JD-LAW	LAW
JD-LAW	edmon, raooa R	Law	MAJ	JD-LAW	LAW
BSCN-CN	Comeau, Madeline Erin	BSCN-Community Nutrition	MAJ	BSCN-CN	NUR
ND-MNBIOL	Comeau, Madeline Erin	Minor Biology	MIN	BSCN-CN	NUR
ND-MNSOC	Comeau, Madeline Erin	Minor Sociology	MIN	BSCN-CN	NUR
BSCN-CN	Harvey, Allison Taylor	BSCN-Community Nutrition	MAJ	BSCN-CN	NUR
ND-MNPPA	Harvey, Allison Taylor	Minor Pre-Physician Assistant	MIN	BSCN-CN	NUR
ND-MNPSYC	Harvey, Allison Taylor	Minor Psychology	MIN	BSCN-CN	NUR
BSCN-CN	Schlueter, Emily F	BSCN-Community Nutrition	MAJ	BSCN-CN	NUR
BSD-DIET	Calcaterra, Jenna Lois	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Fitts, Alec J	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Hagen, Camille J	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Helfrich, Anna Elizabeth	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Krenelka, Maddelyn Francine	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Langaas, Katelyn Renee	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Little, Emily I	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Prestigiacomio, Paige Mary Ellen	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Shidler, Elizabeth Ann	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Skarda, Katie Johren	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Thompson, Mitchell David	BSD-Dietetics	MAJ	BSD-DIET	NUR
BSD-DIET	Wagner, Alexis M	BSD-Dietetics	MAJ	BSD-DIET	NUR
ND-MNHED	Wagner, Alexis M	Minor Public Health	MIN	BSD-DIET	NUR
BSN-NURS	Aamodt, Alyssa Grace	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Aamodt, Alyssa Grace	Minor Psychology	MIN	BSN-NURS	NUR

BSN-NURS	Alley, Kristen M	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Azure, Jessica Renee	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Azure, Jessica Renee	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Bame, Ethel Wanaka	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Beito, Luke M	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Berry, Brooke Caroline	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Birdsall, Rachel M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Birdsall, Rachel M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Bohm, Kelsey Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Bolsis, Amanda Ruth	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Brant, Emily Quin	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNGERM	Brant, Emily Quin	Minor German Studies	MIN	BSN-NURS	NUR
BSN-NURS	Bryn, McKenzie Jo	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Carson, Jamilah B	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Cernik, Ellen Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Coffield, Kaitlyn R	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Corbid, Olivia A	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Dalen, Suzan R	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Damson, Thea Maria	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Damson, Thea Maria	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Dawson, Carly Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Dendinger, Maria E	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Dendinger, Maria E	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Doroff, Sarah Elizabeth	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Doroff, Sarah Elizabeth	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Edvenson, Rachel L	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Ehlert, Sarah Victoria	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNGRN	Ehlert, Sarah Victoria	Minor Gerontology	MIN	BSN-NURS	NUR
ND-MNPSYC	Ehlert, Sarah Victoria	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Eiden, Jacob M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Eiden, Jacob M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Fultz, Courtney R	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Gayton, Brooke E	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Gigstad, Alexis F	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Goettsch, Rebecca E	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Grabinski, Ellen R	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Groeneveld, Nicole Lindsay	BSN-Nursing	MAJ	BSN-NURS	NUR

BSN-NURS	Gurule, Daniel T	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Hagen, Brooke Rose	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Hagen, Helen A	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Haider, Jamie Lee	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Handy, Sara Elizabeth	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Hanson, Mercedes M	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Helgoe, Shelby Amanda	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Henke, Alexa Jo	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Henke, Alexa Jo	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Hetleved, Madison Jae	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Hjelle, Paige E	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Houge, Nicholas J	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Hull, Maddysen Lee	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Hull, Maddysen Lee	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Katrencik, Lisa M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Katrencik, Lisa M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Kekke, Natalie Christine	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Kekke, Natalie Christine	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Keplin, Madison R	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Kitko, Victoria Siena	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Knox, Sydney N	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Knox, Sydney N	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Kost, Amelia J	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Kost, Amelia J	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Krabbenhoft, Callie Lynn	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Krabbenhoft, Callie Lynn	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Kram, Kylie Nicole	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Kram, Kylie Nicole	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Larson, Rhandi J	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Livingood, Mikaila Dawn	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Lund, Meghan Elizabeth	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Lund, Meghan Elizabeth	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Macheledt, Kaitlyn A	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Makaruk, Emily Rose Mary	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Makaruk, Emily Rose Mary	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Mantaro, Isabella H	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Mathias, Elizabeth Marie	BSN-Nursing	MAJ	BSN-NURS	NUR

ND-MNPSYC	Mathias, Elizabeth Marie	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Merck, Emma Louise	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Morinville, Mickala M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Morinville, Mickala M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Nguyen, Linh H	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Nyborg, Taylor Faye	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Olsen, Allison Raye	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Olson, Mattie Tess	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Olson, Mattie Tess	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Ongstad, Emma Kate	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Ostermeier, Mikayla Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Pate, Elisabeth Anna	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Pederson, Emma M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Pederson, Emma M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Phillips, Thomas Robert	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Pothen, Jacqueline Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Riley, Abrielle Louise	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Riley, Abrielle Louise	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Roller, Shealynn Marie	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNGRN	Roller, Shealynn Marie	Minor Gerontology	MIN	BSN-NURS	NUR
ND-MNPSYC	Roller, Shealynn Marie	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Samuelson, Nicole Ann	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Sanders, Mitchell Lee	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Sandvik, Paige N	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Sauve, Peter Melvin	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Scheer, Carlie M	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Scheer, Carlie M	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Schindler, Michaela Nabben	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Schirmers, Mandy L	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Schlieve, Chelsie	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Schlieve, Chelsie	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Schroeder, Jade C	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNBIOL	Schroeder, Jade C	Minor Biology	MIN	BSN-NURS	NUR
BSN-NURS	Schwab, Jacob C	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Sheehan, Kimberly Samantha	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNSPAN	Sheehan, Kimberly Samantha	Minor Spanish	MIN	BSN-NURS	NUR
BSN-NURS	Skalicky, Aerika Mila	BSN-Nursing	MAJ	BSN-NURS	NUR

BSN-NURS	Skytland, Brenna K	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Slaubaugh, Julissa Eleanor	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Smith, Elizabeth Lauren	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNASL	Smith, Elizabeth Lauren	MIN	Minor Amer Sign Lang & Deaf St	MIN	BSN-NURS	NUR
ND-MNPSYC	Smith, Elizabeth Lauren	MIN	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Spaeth, Sunshine K	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Spaeth, Sunshine K	MIN	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Telthoester, Andrea	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Tollefson, Sadie Beth	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Tollefson, Sadie Beth	MIN	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Torok, Amanda Lee	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Traiser, Ashlyn Marie	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Tucker, Kari B	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Tucker, Kari B	MIN	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Wangen, Abbey Marie	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Weiss, Heather A	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
ND-MNPSYC	Weiss, Heather A	MIN	Minor Psychology	MIN	BSN-NURS	NUR
BSN-NURS	Williamson, Jacob James	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Winter, Mackenzie Kay	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS	Zink, Michael A	MAJ	BSN-Nursing	MAJ	BSN-NURS	NUR
BSN-NURS2	Linnell, Jeff	MAJ	BSN-Nursing	MAJ	BSN-NURS2	NUR
BSN-NURS2	Smith, Brittany Denelle	MAJ	BSN-Nursing	MAJ	BSN-NURS2	NUR
BSSW-SWK	Andrus, Victoria Rose	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Becker, Taylor Ann	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Belinskey, Holly Ann	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNPSYC	Belinskey, Holly Ann	MIN	Minor Psychology	MIN	BSSW-SWK	NUR
BSSW-SWK	Bommersbach, Bryce M	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Bothun, Andrea Kay	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Broden, Anne L	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Damm, Kylee Marie	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNSPED	Damm, Kylee Marie	MIN	Minor Special Education	MIN	BSSW-SWK	NUR
BSSW-SWK	Dschaak, Braden Joseph	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Erickson, Shelby Kay	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Gardner, Tasha L	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Gerving, Kaysee K	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Henderson, Shelamar Meann	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Hernandez, Sarah T	MAJ	BSSW-Social Work	MAJ	BSSW-SWK	NUR



BSSW-SWK	Holwerda, Anisa D	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Hubbard, Karissa Sue	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Ivesdal, Bethany Ann	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Johnson, Samantha L	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Kaste, Kiri Maxine	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNPSYC	Kaste, Kiri Maxine	Minor Psychology	MIN	BSSW-SWK	NUR
BSSW-SWK	Lewis, Bailee R	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNPSYC	Lewis, Bailee R	Minor Psychology	MIN	BSSW-SWK	NUR
BSSW-SWK	Martinson, Mariah Ashley	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNCUA	Martinson, Mariah Ashley	Minor Chemical Dependency	MIN	BSSW-SWK	NUR
BSSW-SWK	Peterson, Brianna J	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNCJS	Peterson, Brianna J	Minor Criminal Justice Studies	MIN	BSSW-SWK	NUR
BSSW-SWK	Powers, Taylor J	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Renner, Courtney M	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNPL	Renner, Courtney M	Minor Nonprofit Leadership	MIN	BSSW-SWK	NUR
BSSW-SWK	Sharp, Mariah L	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Sullivan, Megan Katherine	BSSW-Social Work	MAJ	BSSW-SWK	NUR
ND-MNPSYC	Sullivan, Megan Katherine	Minor Psychology	MIN	BSSW-SWK	NUR
BSSW-SWK	Tate, Carolyn G	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Turner, Hayley Marie	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Wilebski, Cassandra K	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK	Wilmer, Megan Danielle	BSSW-Social Work	MAJ	BSSW-SWK	NUR
BSSW-SWK2	Babcock, Kay Lynne	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Bercier, Gail B	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Brevig, Dorothea Lucille	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Chapin, Levi C	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Geske, Savanna Marie	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Harrison, Sadie Maye Micajah	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Hill, Kama Gladel	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Jensen, Rebekah Noel	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Lawson, Christine D	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Mikula, Grace Cecelia	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BSSW-SWK2	Schemmel, Damond Jerard	BSSW-Social Work	MAJ	BSSW-SWK2	NUR
BS-CYS	Pozniak, Martin A	BS-Cyber Security	MAJ	BS-CYS	SEM
BSCE-CE	Audet, Joseph J	BSCE-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Bloomgren, Erik Arnold	BSCE-Civil Engineering	MAJ	BSCE-CE	SEM
ND-MNMATH	Bloomgren, Erik Arnold	Minor Mathematics	MIN	BSCE-CE	SEM

BSCE-CE	Bradley, Matthew Sherman	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Dockter, Grant Michael	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Fetch, Ryan Joseph	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Hagen, Zachary Mitchell	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Herbert, Lane V	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Letexier, Logan J	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Osborn, Alex Joel	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Oowski, Robert Lawrence	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Peterson, Hanna Jean	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Ranisate, Zachary Jacob	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Weiss, Nicolas E	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE	Wermuth, Jesse L	BSCS-Civil Engineering	MAJ	BSCE-CE	SEM
BSCE-CE2	Gorder, Michael Paul	BSCS-Civil Engineering	MAJ	BSCE-CE2	SEM
BSCE-CE2	Keeley, Joshua W	BSCS-Civil Engineering	MAJ	BSCE-CE2	SEM
BSCE-CE2	Manos, Katelyn N	BSCS-Civil Engineering	MAJ	BSCE-CE2	SEM
BSCE-CE2	Robinson, Samuel B	BSCS-Civil Engineering	MAJ	BSCE-CE2	SEM
BSCHE-CHE	Akuner, Eugene Korlenor	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Bjerke, Cara Ann	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Bush, Brandon Michael	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Crumb, Jake Thomas	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Dahl, Jacob Vernon	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNGERM	Dahl, Jacob Vernon	Minor German Studies	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Dahlson, Michael Steven	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNMATH	Dahlson, Michael Steven	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Dobie, Johnathon Richard	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Fry, Alexis K	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Geritz, Jacob Dale	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Hefta, Michael Scott	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNMATH	Hefta, Michael Scott	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Keegan, Amanda Marie	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNMATH	Keegan, Amanda Marie	Minor Mathematics	MIN	BSCHE-CHE	SEM
ND-MNSPAN	Keegan, Amanda Marie	Minor Spanish	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Keeling, Alicia D	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Kohler, Andrew Joseph	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Koster, Benjamin Aaron	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Kringstad, Mikaila Jessie	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNMATH	Kringstad, Mikaila Jessie	Minor Mathematics	MIN	BSCHE-CHE	SEM
				CON-SEEC	
				CON-PEC	
				OPT-DEDP	
				OPT-DEDP2	
				OPT-DEDP2	
				CON-PEC	

BSCHE-CHE	Lepke, James Patrick	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNCHEM	Lepke, James Patrick	Minor Chemistry	MIN	BSCHE-CHE	SEM
ND-MNECON	Lepke, James Patrick	Minor Economics	MIN	BSCHE-CHE	SEM
ND-MNMATH	Lepke, James Patrick	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Link, Samantha Joan	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Mauch, Grady Adam	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Ngong, Lawrence L	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNMATH	Ngong, Lawrence L	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Nguyen, Huan K	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNCHEM	Nguyen, Huan K	Minor Chemistry	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Niederkorn, Nicholas J	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Power, Jason A	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Santos, Alexandre F	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Severson, Brandon Phillip	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Shaffer, Cassandra J	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Smith, KayLee Michelle	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE	Tetreault, Beau Allen	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNCHEM	Tetreault, Beau Allen	Minor Chemistry	MIN	BSCHE-CHE	SEM
ND-MNMATH	Tetreault, Beau Allen	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Thornby, Jiselle Lee	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
ND-MNCHEM	Thornby, Jiselle Lee	Minor Chemistry	MIN	BSCHE-CHE	SEM
ND-MNMATH	Thornby, Jiselle Lee	Minor Mathematics	MIN	BSCHE-CHE	SEM
BSCHE-CHE	Weimer, Lucas W	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE2	Abajifar, Eshetu Dadi	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE	SEM
BSCHE-CHE2	Gochenour, Tyler J	BSCHE-Chemical Engineering	MAJ	BSCHE-CHE2	SEM
BSEE-EE	Almer, Steven D	BSEE-Electrical Engineering	MAJ	BSCHE-CHE2	SEM
ND-MNMATH	Almer, Steven D	Minor Mathematics	MIN	BSEE-EE	SEM
BSEE-EE	Alsaadi, Mohammed	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE	Aymond, Abby Jo	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE	Bage, Matthew Wayne	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE	Bednarek, Briana E	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
ND-MNSPAN	Bednarek, Briana E	Minor Spanish	MIN	BSEE-EE	SEM
BSEE-EE	Brunnemer, Robert Louis	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE	Buchmann, Ryan Daniel	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
ND-MNMATH	Buchmann, Ryan Daniel	Minor Mathematics	MIN	BSEE-EE	SEM
BSEE-EE	Carr, Paul Stewart	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE	DeBeltz, Jon Timothy	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
				CON-SEEC	
				FOC-BSEEA	
				FOC-BMEDE	
				FOC-BMEDE	
				FOC-BMEDE	

BSEE-EE	DeRoode, Emma R	BSEE-Electrical Engineering	MAJ	FOC-BMEDE	BSEE-EE	SEM
BSEE-EE	Falnes, Halie R	BSEE-Electrical Engineering	MAJ	FOC-BMEDE	BSEE-EE	SEM
ND-MNMATH	Falnes, Halie R	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Gallop, Graham D	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Hussein, Abdrahaman A	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Illies, Mitchell Arthur	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Ismail, Abdiaziz M	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Jama, Abdisalan H	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Jensen, Kyla E	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	Jensen, Kyla E	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Johnk, Joshua Lee	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Keeling, Thomas George	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	Keeling, Thomas George	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Krawza, Keith Walter	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Langfeld, James F	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	McMillan, Mackenzie F	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	McMillan, Mackenzie F	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Nkwawir, Ivan Ntobhan	BSEE-Electrical Engineering	MAJ	FOC-BSEECs	BSEE-EE	SEM
ND-MNMATH	Nkwawir, Ivan Ntobhan	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Ostman, Alec Samuel	BSEE-Electrical Engineering	MAJ	FOC-BSEECs	BSEE-EE	SEM
BSEE-EE	Pozniak, Martin A	BSEE-Electrical Engineering	MAJ	FOC-BSEECs	BSEE-EE	SEM
ND-MNCSCI	Pozniak, Martin A	Minor Computer Science	MIN		BSEE-EE	SEM
ND-MNMATH	Pozniak, Martin A	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Ranero-Thorn, Isaac Allen	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Ray, Wayne Allen	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Roline, Andrew Alan	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
BSEE-EE	Said, Abdiladif A	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	Said, Abdiladif A	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Sunde, Rolf I	BSEE-Electrical Engineering	MAJ	FOC-BSEECs	BSEE-EE	SEM
ND-MNCSCI	Sunde, Rolf I	Minor Computer Science	MIN		BSEE-EE	SEM
ND-MNMATH	Sunde, Rolf I	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Swartwout, Ryan Michael	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	Swartwout, Ryan Michael	Minor Mathematics	MIN		BSEE-EE	SEM
BSEE-EE	Thomason, Callie V	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM
ND-MNMATH	Thomason, Callie V	Minor Mathematics	MIN		BSEE-EE	SEM
ND-MNSUS	Thomason, Callie V	Minor-Sustainability Studies	MIN		BSEE-EE	SEM
BSEE-EE	Thompson, Zoe Michaela	BSEE-Electrical Engineering	MAJ		BSEE-EE	SEM

ND-MNCOMM	Thompson, Zoe Michaela	Minor Communication	MIN	BSEE-EE	SEM
ND-MNMATH	Thompson, Zoe Michaela	Minor Mathematics	MIN	BSEE-EE	SEM
BSEE-EE	Wavra, Caleb Michael	BSEE-Electrical Engineering	MAJ	BSEE-EE	SEM
BSEE-EE2	Davidson, Robert Alan	BSEE-Electrical Engineering	MAJ	BSEE-EE2	SEM
BSEE-EE2	Pollack, Jason N	BSEE-Electrical Engineering	MAJ	BSEE-EE2	SEM
BSEE-EE2	Porthast, Jeanne-Marie Helene Nicole	BSEE-Electrical Engineering	MAJ	BSEE-EE2	SEM
BSEE-EE2	Virdin, Jason	BSEE-Electrical Engineering	MAJ	BSEE-EE2	SEM
BSEE-EE2	Weaver, Jeremiah D	BSEE-Electrical Engineering	MAJ	BSEE-EE2	SEM
BSEG-EG	Kittleson, Evan R	BSEG-Environmental Geoscience	MAJ	BSEG-EG	SEM
BSEG-EG	Tschann, Emma C	BSEG-Environmental Geoscience	MAJ	BSEG-EG	SEM
ND-MNSUS	Tschann, Emma C	Minor Sustainability Studies	MIN	BSEG-EG	SEM
BSGE-GE	Hertz, Emily Rose	BSGE-Geological Engineering	MAJ	BSGE-GE	SEM
BSGE-GE	Picklo, Matthew J	BSGE-Geological Engineering	MAJ	BSGE-GE	SEM
ND-MJMATH	Picklo, Matthew J	Mathematics	MAJ	BSGE-GE	SEM
BSGE-GE	Schaeffauer, Jordan Daniel	BSGE-Geological Engineering	MAJ	BSGE-GE	SEM
BSGE-GE	Vraa, Hunter Timothy	BSGE-Geological Engineering	MAJ	BSGE-GE	SEM
BSGEOL-GEL	DeVault, Grace A	BSGEOL-Geology	MAJ	BSGEOL-GEL	SEM
BSGEOL-GEL	Goetz, Andy J	BSGEOL-Geology	MAJ	BSGEOL-GEL	SEM
BSME-ME	Abdi, Abubaker M	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Abdulrahman, Mustafa H	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Abdulrahman, Mustafa H	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Aboagye, Emmanuel	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Ahmann, Margaret Ann	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Alfraih, Abdullah Ibrahim	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNPPF	Alfraih, Abdullah Ibrahim	Minor Professional Flight	MIN	BSME-ME	SEM
BSME-ME	Aishya, Mohammed A	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Aishya, Mohammed A	Minor Mathematics	MIN	BSME-ME	SEM
ND-MNPPF	Aishya, Mohammed A	Minor Professional Flight	MIN	BSME-ME	SEM
BSME-ME	Anderson, Karch A	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Baniecke, Ryan Leo	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Bodensteiner, Nicholas J	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Bonderson, Mitchell Edward	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Bowman, Gunnar J	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Brunner, John Alan	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Brunner, John Alan	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Cao, Tianpei	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Cao, Tianpei	Minor Mathematics	MIN	BSME-ME	SEM

BSME-ME	Castle, Brady Lee	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Collings, Ethan Frederick	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Ditzig, Cody C	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNGERM	Ditzig, Cody C	Minor German Studies	MIN	BSME-ME	SEM
BSME-ME	Drawz, Kaitlin Marie	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Dunn, Stephen D	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Feldner, Grant Thomas	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Glasbrenner, Samuel B	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Glasbrenner, Samuel B	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Hahn, Catherine Adelle	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Heck, Kendrick Michael	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Hibbison, Jared Eldon	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Hopewell, Blake Hamilton	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Johnson, Douglas Warner	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Johnson, Douglas Warner	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Kaczmarek, Lucas	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Kaczmarek, Lucas	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Kilbride, Kevin David	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Kofstad, Brandon	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	LaValle, Tyler Terrance	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Lantrip, Michelle Marie	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Littlejohn, Alexander J	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Littlejohn, Alexander J	Minor Mathematics	MIN	BSME-ME	SEM
ND-MNSTT	Littlejohn, Alexander J	Minor Statistics	MIN	BSME-ME	SEM
BSME-ME	Mach, Adam J	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Mack, Cale D	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Mack, Cale D	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Manzano, Vincent C	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	McCabe, Brendan Kelly	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	McGuire, Thomas John	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Meier, Dustin M	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Meyers, James Steven Sevier	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Meyers, James Steven Sevier	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Nygaard, Christopher Ron	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	O'Reilly, Nicholas James	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Odintsov, Aleksandr Mikhaylovich	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Olson, Joshua E	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM

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ND-MNMATH	Olson, Joshua E	Minor Mathematics	MIN		SEM
BSME-ME	Parsons, Michael Joseph	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Parsons, Michael Joseph	Minor Mathematics	MIN	BSME-ME	SEM
ND-MNSPST	Parsons, Michael Joseph	Minor Space Studies	MIN	BSME-ME	SEM
BSME-ME	Pederson, Noah Stephen	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Phang, Anthony Lee	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Ramage, Grant D	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Reimer, Caleb J	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Renken, Chandler D	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Richman, James D	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Sather, Andrew M	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Schiroo, James Edwin	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Scott, Kyle M	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Seubert, Christopher P	BSME-Mechanical Engineering	MAJ	CON-MMS	SEM
BSME-ME	Stanley, Blaise David	BSME-Mechanical Engineering	MAJ	CON-AERO	SEM
ND-MNMATH	Stanley, Blaise David	BSME-Mechanical Engineering	MAJ		SEM
BSME-ME	Stiff, Travis M	Minor Mathematics	MIN	BSME-ME	SEM
ND-MNMATH	Stiff, Travis M	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Swanson, Ronald Lee	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Thom, Leonard W	BSME-Mechanical Engineering	MAJ	CON-MMS	SEM
BSME-ME	Todd, Dominic J	BSME-Mechanical Engineering	MAJ		SEM
BSME-ME	Trettel, Michael Gerard	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Trettel, Michael Gerard	BSME-Mechanical Engineering	MAJ	CON-MDS	SEM
BSME-ME	Varpness, Joseph John	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME	Vrchota, Matthew T	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Weisberg, Isaac A	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Wilson, Connor Thomas	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
BSME-ME	Yang, Liyang	BSME-Mechanical Engineering	MAJ	BSME-ME	SEM
ND-MNMATH	Yang, Liyang	Minor Mathematics	MIN	BSME-ME	SEM
BSME-ME2	Abel, Caleb	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Chapman, Jason R	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Church, Joshua P	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Cooley, Paige	BSME-Mechanical Engineering	MAJ	CON-AERO2	SEM
BSME-ME2	Costa, Luis Carlos	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Ernst, Alec Joseph	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Haynes, Christopher L	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Maness, Tyler Shaun-Michael	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM

BSME-ME2	McKinley, Tasha R	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Nelson, David Paul	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Olmstead, Reid M	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Rosa III, Eduardo Jose	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
ND-MNMATH	Rosa III, Eduardo Jose	Minor Mathematics	MIN	BSME-ME2	SEM
BSME-ME2	Roy, Namrata	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Switzer, Mason Robert	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSME-ME2	Van Worner, Kyle Jeffrey	BSME-Mechanical Engineering	MAJ	BSME-ME2	SEM
BSPTE-PTE	Aliev, Said	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
BSPTE-PTE	Flagtvet, Kristopher Allen	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
ND-MNMATH	Flagtvet, Kristopher Allen	Minor Mathematics	MIN	BSPTE-PTE	SEM
BSPTE-PTE	Kautzman, Tre Dean	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
ND-MNGEOL	Kautzman, Tre Dean	Minor Geology	MIN	BSPTE-PTE	SEM
ND-MNMATH	Kautzman, Tre Dean	Minor Mathematics	MIN	BSPTE-PTE	SEM
BSPTE-PTE	Long, Kurt Russell	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
BSPTE-PTE	Nordby, Douglas M	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
BSPTE-PTE	Paroski, Sean	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
BSPTE-PTE	Pioske, Kyle J	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE	SEM
ND-MNMATH	Pioske, Kyle J	Minor Mathematics	MIN	BSPTE-PTE2	SEM
BSPTE-PTE2	Buitron Navarro, Juan F	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE2	SEM
BSPTE-PTE2	Enemchukwu, Emmanuel	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE2	SEM
BSPTE-PTE2	Rogers, Brandon Terrell	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE2	SEM
BSPTE-PTE2	Wagner, Christopher P	BSPTE-Petroleum Engineering	MAJ	BSPTE-PTE2	SEM
BSAT-AT	Barth, Tiffany Anna	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNPMED	Barth, Tiffany Anna	Minor Pre-Medicine	MIN	BSAT-AT	SMHS
ND-MNSPAN	Barth, Tiffany Anna	Minor Spanish	MIN	BSAT-AT	SMHS
BSAT-AT	Bjorlie, Jessica Ann	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNPSYC	Bjorlie, Jessica Ann	Minor Psychology	MIN	BSAT-AT	SMHS
BSAT-AT	Cramer, Rachel A	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNPSYC	Cramer, Rachel A	Minor Psychology	MIN	BSAT-AT	SMHS
BSAT-AT	Green, Dustin W	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
BSAT-AT	Hoffman, Kerry A	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNPSYC	Hoffman, Kerry A	Minor Psychology	MIN	BSAT-AT	SMHS
BSAT-AT	Roemmich, Blair Nicholas	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNBIOL	Roemmich, Blair Nicholas	Minor Biology	MIN	BSAT-AT	SMHS
ND-MNPMED	Roemmich, Blair Nicholas	Minor Pre-Medicine	MIN	BSAT-AT	SMHS
BSAT-AT	Sistad, Abigail G	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS

CON-TSS2



ND-MNPSYC	Sistad, Abigail G	Minor Psychology	MIN	BSAT-AT	SMHS
BSAT-AT	Solberg, Joseph D	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
BSAT-AT	Wiest, Devlin A	BSAT-Athletic Training	MAJ	BSAT-AT	SMHS
ND-MNPSYC	Wiest, Devlin A	Minor Psychology	MIN	BSAT-AT	SMHS
BSCLS-CLS	Abdullahi, Abdi H	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Andersen, Megan Brittney	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Barna, Orazio	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Barre, Abdelwali Abukar	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Billings, Matthew Brandon	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNBIOL	Billings, Matthew Brandon	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNCHEM	Billings, Matthew Brandon	Minor Biology	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Chavez, Mariana A	Minor Chemistry	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Christoferson, Emily Amanda	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNPSYC	Christoferson, Emily Amanda	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Christoferson, Emily Amanda	Minor Psychology	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	De Castro, Cheska Faye V	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Decker, Alexander Paul	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNBIOL	Decker, Alexander Paul	BSCLS-Medical Lab Science	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Fried-Arneson, Tracy Anne	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNPSYC	Fried-Arneson, Tracy Anne	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Gabriel, Sarah Elaine	Minor Psychology	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Gathman, Alexa Marie	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNPMED	Gathman, Alexa Marie	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Hultin, Dezaray Loleta	Minor Pre-Medicine	MIN	BSCLS-CLS	SMHS
ND-MNPPA	Hultin, Dezaray Loleta	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Johnson, Mariah L	Minor Pre-Physician Assistant	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Knudson, Courtney Elaine	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNHED	Knudson, Courtney Elaine	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Kuntz, Georgia Rae	Minor Public Health	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	Ladeen, John August	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Lockhart, Jennifer Lynn	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNDANC	Lockhart, Jennifer Lynn	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Mattson, Peyton A	Minor Dance	MIN	BSCLS-CLS	SMHS
BSCLS-CLS	McCowan, Teresa A	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Meduna, Lillie L	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
BSCLS-CLS	Morehart, Brandon K	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNBIOL	Morehart, Brandon K	BSCLS-Medical Lab Science	MAJ	BSCLS-CLS	SMHS
ND-MNPMED	Morehart, Brandon K	Minor Biology	MIN	BSCLS-CLS	SMHS
		Minor Pre-Medicine	MIN	BSCLS-CLS	SMHS



CERT-HIT	Wilson, Meredith Jenkinson	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
CERT-HIT	Zubrycki, Haylee L	CERT-Histotechnician	MAJ	CERT-HIT	SMHS
CERT-CLCHU	Siewert, Sarah Jean	CERT-MLS TR: Clinic Chem/Urinal	MAJ	CERT-IMMU	SMHS
CERT-HET/H	Siewert, Sarah Jean	CERT-MLS TR: Hematology/Hemosta	MAJ	CERT-IMMU	SMHS
CERT-IMMU	Siewert, Sarah Jean	CERT-MLS TR: Immunohematology	MAJ	CERT-IMMU	SMHS
CERT-MICRO	Siewert, Sarah Jean	CERT-MLS TR: Microbiology	MAJ	CERT-IMMU	SMHS
CERT-MICRO	Barmann, Sarah	CERT-MLS TR: Microbiology	MAJ	CERT-MICRO	SMHS
CERT-CLCHU	Siewert, Sarah Jean	CERT-MLS TR: Clinic Chem/Urinal	MAJ	CERT-MICRO	SMHS
CERT-HET/H	Siewert, Sarah Jean	CERT-MLS TR: Hematology/Hemosta	MAJ	CERT-MICRO	SMHS
CERT-IMMU	Siewert, Sarah Jean	CERT-MLS TR: Immunohematology	MAJ	CERT-MICRO	SMHS
CERT-MICRO	Siewert, Sarah Jean	CERT-MLS TR: Microbiology	MAJ	CERT-MICRO	SMHS
CERT-MLSPB	Amborn, Rachel Marie	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Breeser, Jordan J	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Briggs, Katlyn Ann	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Bursch, Kira Michelle	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Caufield, Katie E	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Chastek, Trevor E	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Corbin, Nicole Lee	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Egan, Kaley K	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Evans, Amanda G	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Filas, Riki Lee	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Fredrickson, David	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Freiderich, Alyssa	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	French, Toni L	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Hamre, Tianna J	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Heiden, Andrew L	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Huerta, Imani Iris	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Jaeger, Brooke Leigh	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Karels, Magdelaine J	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Kluver, Brittany LaShay	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Kor, Sydney R	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	McCourt, Danielle Tracy	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Meyer, Chance Michael	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Micevska, Irma	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Rausch, Zachary	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Riley, Kaitlyn	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Rochon, Christopher John	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS

CERT-MLSPB	Rutia, Ryan A	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Schultz, Travis S	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Schutte, Matthew Martin	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Schwartz, Lacey M	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Skoyen, Kelsey Aleda	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Tower, Marie A	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Volk, Allen Robert	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
CERT-MLSPB	Wederquist, Chelsy K	CERT-Medical Laboratory Scienc	MAJ	CERT-MLSPB	SMHS
MD-MED	Abdelrahman, Houda Magdy	Medicine	MAJ	MD-MED	SMHS
MD-MED	Ali, Farikh	Medicine	MAJ	MD-MED	SMHS
MD-MED	Anderson, David Richard	Medicine	MAJ	MD-MED	SMHS
MD-MED	Antonson, Neil Wayne	Medicine	MAJ	MD-MED	SMHS
MD-MED	Berg, Kate Lynn	Medicine	MAJ	MD-MED	SMHS
MD-MED	Beth, Larae	Medicine	MAJ	MD-MED	SMHS
MD-MED	Betting, Theodore A	Medicine	MAJ	MD-MED	SMHS
MD-MED	Billadeau, Beau Monte	Medicine	MAJ	MD-MED	SMHS
MD-MED	Bushaw, Mark Andrew	Medicine	MAJ	MD-MED	SMHS
MD-MED	Dancer, Michael Joseph	Medicine	MAJ	MD-MED	SMHS
MD-MED	Dangerfield, Dylan J	Medicine	MAJ	MD-MED	SMHS
MD-MED	Dick, Elise Carole	Medicine	MAJ	MD-MED	SMHS
MD-MED	Ellens, Rachel Grace	Medicine	MAJ	MD-MED	SMHS
MD-MED	Elliott, Zachary Michael	Medicine	MAJ	MD-MED	SMHS
MD-MED	Evenocheck, John David	Medicine	MAJ	MD-MED	SMHS
MD-MED	Fanning, Brenna A	Medicine	MAJ	MD-MED	SMHS
MD-MED	Fife, Alexander Joseph	Medicine	MAJ	MD-MED	SMHS
MD-MED	Gasevic, Lejla	Medicine	MAJ	MD-MED	SMHS
MD-MED	Goodyear, Casey James	Medicine	MAJ	MD-MED	SMHS
MD-MED	Grantham, Casey Erin	Medicine	MAJ	MD-MED	SMHS
MD-MED	Guenther, Rory Allen	Medicine	MAJ	MD-MED	SMHS
MD-MED	Gunderson, Melissa	Medicine	MAJ	MD-MED	SMHS
MD-MED	Hall, Shyleen Jean	Medicine	MAJ	MD-MED	SMHS
MD-MED	Hanish, Christine Catherine	Medicine	MAJ	MD-MED	SMHS
MD-MED	Hanson, Alexis Leigh	Medicine	MAJ	MD-MED	SMHS
MD-MED	Henley, Sean Burke	Medicine	MAJ	MD-MED	SMHS
MD-MED	Holm, Tyson Thomas	Medicine	MAJ	MD-MED	SMHS
MD-MED	Hoy, Daniel Martin	Medicine	MAJ	MD-MED	SMHS
MD-MED	Hruby, Carter William	Medicine	MAJ	MD-MED	SMHS

MD-MED	Johnson, Jessica Rae	Medicine	MAJ	MD-MED	SMHS
MD-MED	Johnson, Sean Thomas	Medicine	MAJ	MD-MED	SMHS
MD-MED	Julson, Janet Rae	Medicine	MAJ	MD-MED	SMHS
MD-MED	Kalamaha, Kadra Kyann	Medicine	MAJ	MD-MED	SMHS
MD-MED	Kraft, Robert Michael	Medicine	MAJ	MD-MED	SMHS
MD-MED	Kubat, Brooke Jacalyn	Medicine	MAJ	MD-MED	SMHS
MD-MED	Kusler, Jace E	Medicine	MAJ	MD-MED	SMHS
MD-MED	Lerud, Alysa Dawn	Medicine	MAJ	MD-MED	SMHS
MD-MED	Littlewolf, Ciciley Rae	Medicine	MAJ	MD-MED	SMHS
MD-MED	Martino, Anna-Lisa	Medicine	MAJ	MD-MED	SMHS
MD-MED	McCarthy, Morgan Schmidt	Medicine	MAJ	MD-MED	SMHS
MD-MED	Messner, Mitchell Keith	Medicine	MAJ	MD-MED	SMHS
MD-MED	Milbridge, Andrew John	Medicine	MAJ	MD-MED	SMHS
MD-MED	Mountan, Shanalee Elaine	Medicine	MAJ	MD-MED	SMHS
MD-MED	Moyer, Chelsie Leigh	Medicine	MAJ	MD-MED	SMHS
MD-MED	Newton, Shauna Lynn	Medicine	MAJ	MD-MED	SMHS
MD-MED	O'Keefe, Jacy Marie	Medicine	MAJ	MD-MED	SMHS
MD-MED	Olig, Emily Marie	Medicine	MAJ	MD-MED	SMHS
MD-MED	Panteah, Mylan Daniel	Medicine	MAJ	MD-MED	SMHS
MD-MED	Paulson, Sara Madison	Medicine	MAJ	MD-MED	SMHS
MD-MED	Reardon, Jason Daniel	Medicine	MAJ	MD-MED	SMHS
MD-MED	Reede, Kristen Renee	Medicine	MAJ	MD-MED	SMHS
MD-MED	Reis, Erin Kay	Medicine	MAJ	MD-MED	SMHS
MD-MED	Roche, Conor Scott	Medicine	MAJ	MD-MED	SMHS
MD-MED	Rufsvold, Quinn Alexis	Medicine	MAJ	MD-MED	SMHS
MD-MED	Schnaidt, Lucas John	Medicine	MAJ	MD-MED	SMHS
MD-MED	Schradick, Hannah M	Medicine	MAJ	MD-MED	SMHS
MD-MED	Spagnolia, Alessandra Anise	Medicine	MAJ	MD-MED	SMHS
MD-MED	Staskywitz, Zach Tyler	Medicine	MAJ	MD-MED	SMHS
MD-MED	Stewart, Nicole A	Medicine	MAJ	MD-MED	SMHS
MD-MED	Stjern, Britta Kathleen	Medicine	MAJ	MD-MED	SMHS
MD-MED	Studsrud, Taylor Sean	Medicine	MAJ	MD-MED	SMHS
MD-MED	Thompson, Faith Noel	Medicine	MAJ	MD-MED	SMHS
MD-MED	Thorsen, Mara Lise	Medicine	MAJ	MD-MED	SMHS
MD-MED	Titus, Lucas L	Medicine	MAJ	MD-MED	SMHS
MD-MED	Torgerson, Dylan M	Medicine	MAJ	MD-MED	SMHS
MD-MED	Torkelson, Eric Thomas	Medicine	MAJ	MD-MED	SMHS

MD-MED	Uetz, Spencer Dane	Medicine	MAJ	MD-MED	SMHS
MD-MED	Velo, Alanna Noel	Medicine	MAJ	MD-MED	SMHS
MD-MED	Waind, Christopher J	Medicine	MAJ	MD-MED	SMHS
MD-MED	Weinand, Jared Thomas	Medicine	MAJ	MD-MED	SMHS
MD-MED	Wethern, Tirzah Ann	Medicine	MAJ	MD-MED	SMHS
MD-MED	Winkels, Matthew James	Medicine	MAJ	MD-MED	SMHS



# Essential Studies Policy Manual

*Addressing policies affecting the ES Program and the ES Committee*

*Last Revised: March 25, 2019*

History: Developed by Joan Hawthorne and Anne Walker, May 2015  
Revised by ES Committee, August 28, 2015  
Revised by ES Committee, September 8, 2015  
Revised by ES Committee, May 3, 2016  
Revised by ES Committee, March 28, 2017  
Revised by ES Committee, March 25, 2019



## **Introduction**

This document serves as the repository for information pertaining to the UND Essential Studies Program, including policies adopted by the ES Committee, the Bylaws of the ES Committee, and the duties and responsibilities of the ES Director.

As would be expected, policies pertaining to the Essential Studies Program may change according to the shifting needs of the program and the University. When such changes occur, the policies and bylaws contained in this document will be revised. The current version of this document may be obtained by going to the ES website or by contacting the ES Director.

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## **Essential Studies Program Mission Statement**

UND's Essential Studies Program is committed to producing graduates who are prepared for productive and fulfilling public, private, and professional lives. To this end, the program provides an education through which students acquire knowledge across a range of disciplines and develop intellectual skills that are key for future success.

## **Essential Studies Committee Mission Statement**

To provide faculty guidance and oversight of the University's general education program—"Essential Studies"--by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.

## **Essential Studies Director Mission Statement**

The mission of the Essential Studies Director at the University of North Dakota is to make it possible for students and faculty to focus their attention on the important aspects of the Essential Studies Program – learning related to the ES Program's goals. The ES Director handles all administrative matters pertaining to the Program, accepts and responds to student and faculty inquiries, assists individuals and offices across campus with matters pertaining to the Program, works in conjunction with the ES Committee to formulate Program policy and revisions, and serves as the UND connection point with the wider general education community.

## University Senate Charge to the Essential Studies Committee

- Purpose:** To provide faculty guidance and oversight of the University’s general education program—“Essential Studies”—by defining the principles and goals of Essential Studies, developing and implementing Essential Studies policies, and setting standards for courses that carry Essential Studies credit. To offer guidance and advice to the Director of Essential Studies regarding the administration of the Essential Studies program and to the Senate University Assessment Committee regarding the assessment of the Essential Studies program.
- Membership:** Academic Dean or designee (one) (voting)  
Faculty (twelve, including Chair and Chair-Elect)  
Past-Chair (one, voting)  
Students (three)  
Vice-President for Academic Affairs or designee (one)(voting)  
Registrar or designee (non-voting)  
Dean of Libraries or designee (non-voting)  
Director of Essential Studies; currently part of Assistant Vice Provost for Student Success duties (non-voting)
- Terms:** Academic Dean or designees - one year  
Faculty - three years  
Past Chair - one year  
Students - one year  
Vice President for Academic Affairs or designee - concurrent with office  
Registrar or designee - concurrent with office  
Dean of Libraries or designee – concurrent with office  
Director of Essential Studies – concurrent with office (AVP Student Success)
- Selection:** Academic Dean or designee - elected by Dean’s Council in April and assuming responsibilities May 1.  
Faculty - one third elected each year by the Senate in April and assuming responsibilities May 1. At least one member from each of the colleges with undergraduate programs, and at least four members from the College of Arts and Sciences (one from each of its divisions: Humanities; Fines Arts; Sciences; and Social Sciences).  
Candidates are selected from colleges in accordance with membership criteria as described above.  
Students – three by the Student Senate in April and assuming responsibilities May 1.  
Vice-President for Academic Affairs or designee - ex-officio  
Registrar or designee - ex-officio  
Director of Essential Studies – ex-officio
- Functions and Responsibilities:**  
Acting in conjunction with the Director of Essential Studies, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:
1. Address all issues regarding Essential Studies (ES) requirements.
  2. Heighten University-wide interest in Essential Studies and its purposes.
  3. Foster interdisciplinary discussion about Essential Studies.
  4. Encourage experimental courses including an integrated alternative program in Essential Studies.
  5. Define the principles of Essential Studies, set criteria for ES courses, and approve courses for inclusion within the ES requirements.
  6. Establish guidelines for implementation of ES policies.
  7. Serve as an appeal board regarding determinations of the applicability of transferred work to meet the ES requirements.
  8. Act on student petitions for exceptions to ES requirements.
  9. In conjunction with the ES Director, keep current the content of the committee website.

## Functions & Responsibilities of the ES Director

The Director of Essential Studies provides vision, leadership, and advocacy for excellence in general education for all undergraduate students. The Director coordinates the Program; collaborates with academic units in the development, implementation, and ongoing validation of a broad array of Essential Studies courses and curriculum; and works closely with faculty, staff, advisors, and students to inspire innovative teaching and learning and support student success.

The Director reports directly to the Office of the Provost and Vice President for Academic Affairs, assisting academic leadership throughout the university to develop, promote, and achieve strategic initiatives and innovation across the undergraduate Essential Studies curriculum, and works closely with the University Senate Essential Studies Committee (ESC), academic units, faculty, and campus advisors to ensure academic quality and integrity.

### Primary Responsibilities

#### Vision, Leadership, and Advocacy

- Provide vision and leadership for the ES Program, particularly in communicating with students, faculty, staff, and administration the importance of the ES Program, its objectives, and its requirements.
- Serve as ES liaison to academic units and leadership throughout the university, and to support units, including OID, Student Affairs, Registrar's Office, and Enrollment Services.
- Coordinate and implement recommendations of the 2014-2015 Essential Studies Program Review in accordance with the Program's mission and vision.
- Align ES Program with national and university best practices in general education, state higher education policies, and university mission and vision.
- Serve as ex-officio member on the University Senate Essential Studies and Assessment Committees.
- Serve as UND's delegate and spokesperson for ES and general education at state and national meetings and conferences. Participate in such events to ensure that UND is part of state and national conversations in matters relating to general education.

#### Implementation and Coordination of ES Program

- Work with faculty, chairs, and deans to ensure that optimal number of ES courses will be offered each semester, on campus and online, in relation to ES goals and requirements, departmental four-year plans, and university retention, persistence, and completion goals.
- Work with faculty, chairs, and deans to promote the creation of innovative or interdisciplinary ES courses, especially those integrating High-Impact Practices (HIPs) in teaching and learning.
- Facilitate the implementation of the ES Program and address issues that may arise in coordination with departments, colleges/schools, and other university units.
- Work with departments to educate and support their chairs, faculty, and advisors about the validation & revalidation of ES courses. Work with the ES Committee to support a positive and effective process for the ES validations and revalidations.
- Work with students who have questions or concerns about their ES programs of study. This includes helping and advising them about petitions, course choices, and alternative options for successfully completing their ES work.
- Collaborate with advisers—both central and faculty—to provide advice and guidance about ES that is accurate and helpful. Support advisers by providing up-to-date ES information and help them educate students about the purposes and value of ES learning.

- Collaborate with ES course instructors so they are knowledgeable about the ES purposes and value and so they are aware of their course's specific contributions to the ES program (as per the course's validation).

### **Assessment of ES Program**

- Work with the Director of University Assessment to develop, manage, and conduct assessment activities for Essential Studies, including its effectiveness in promoting student learning outcomes as well as student retention and completion. This includes direct assessments by ES learning outcome and other assessments that might be developed to help UND examine what our students are learning in their ES work.
- Host (or co-host) campus discussions on the results of assessment activities so that UND "closes the loop" on assessment activities for the purpose of analyzing and goal-setting related to the improvement of student learning in ES.

### **Promotion of Essential Studies**

- Develop web-based or social media and other informational materials that help prospective and current students, parents, faculty, staff, and advisers understand and promote the purposes and benefits of a quality general education, with specific links to Essential Studies as a means for students to gain a quality general education that will help them succeed in the workplace and in their communities.

### **Faculty Development**

- Develop and implement ES instructor and adviser support system for delivering and promoting Essential Studies learning.

### **Office Management**

- Manage the ES related business and budget.
- Ensure proper and effective keeping and maintaining of ES records. Coordinate records management with the Office of the Registrar and with the ES Committee.
- Ensure regular hours and support for campus ES stakeholders: students, faculty, advisers, administration, and the public.

## Policies of the Essential Studies Program

### 1. Course Credits Not Earned at UND

These policies are contained in the document “Guidelines for ES Course Transfer” (GUEST), included as an appendix to this policy manual, and also available on the Essential Studies webpage.

### 2. Student Petitions for Essential Studies Credit

#### *Policies:*

- 2a. Per UND’s Advising Policy, students have a responsibility for knowing the requirements for graduation and for taking an active role in their academic planning. Therefore petitions will not be approved on the basis of expediency, such as a petition being filed in a student’s last semester before graduation.
- 2b. If a student is requesting a petition because of advisor error, a letter from the advisor should be submitted in support of the petition.
- 2c. Petitions may be approved for courses which were not ES courses at the time they were taken but which were validated for ES the following semester AND were taught in a way that met the ES goals as evidenced by the course syllabus or a letter from the instructor.
- 2d. Petitions to substitute a course or experience for an ES requirement must demonstrate that the student has met the ES goal through college-level, academic-oriented work or study. Petitions for off-campus or work experiences may be approved if the student can provide evidence of their theoretical and/or conceptual learning in relationship to the goal.
- 2e. Students cannot petition for intercultural knowledge and skills special emphasis requirements simply on the basis of having personal experiences with people from different cultures.
- 2f. High school courses cannot be petitioned to meet ES requirements.
- 2g. College credits earned through tests (such as AP and CLEP) may not be counted towards special emphases.
- 2h. Students who have earned an associate of arts, associate of science, or baccalaureate degree from a U.S. regionally or CHEA accredited institution will be considered to have completed the Breadth of Knowledge requirements but must still complete the capstone and special emphases requirements, except where existing transfer policies also waive special emphases.
- 2i. In cases where multiple students are petitioning for the same reason, a group petition may be submitted by an instructor on behalf of the group of students.
- 2j. Petitions must be received by the ES Director 5 business days in advance of the next meeting of the ES Committee in order to be put on the next meeting agenda.
- 2k. A sub-committee of two voting committee members, as determined by the ES Committee, plus the Director of Essential Studies, reviews the petitions and makes one of 3 recommendations to the full committee: to approve the petition, to deny the petition, or to have the full committee discuss the petition (in the case when the sub-committee is not unanimous in its recommendation).
- 2l. The full committee votes on each petition.
- 2m. Petitions submitted in the summer may be acted on by the three-person petition review sub-committee in lieu of the full ESC since the ESC does not meet in the summer.
- 2n. The student may appeal the decision a maximum of one time by submitting a revised petition.
- 2o. The Essential Studies Committee grants the Director of Essential Studies authority to rule on petitionable matters, and requires the Director to include in an annual report to the committee the number and type of such actions. Such rulings by the Director do not preclude the student from submitting a petition on the same matter to the ES Committee.

*Notes and Additional Considerations:*

- Decisions on petitions should take into account previous petition decisions for similar issues and be thoughtful about making precedents that will affect future petitions.
- The Essential Studies Director facilitates the student petition process and answers students' questions about petitions.
- Full information on how to submit a petition plus information on reasons why petitions may be denied are listed on the ES website.
- The Essential Studies Director notifies the student of the committee's decision.

### 3. ES Course Validation

*Policies:*

- 3a. When there is a desire to add a special emphasis designation to a currently-validated ES course, that course must go through course validation, using the validation form provided, prior to approval for the special emphasis.
- 3b. All special emphasis requests must be approved through the ESC as a whole rather than through a subcommittee.
- 3c. Newly validated ES courses are included in the listing of ES course (and thus eligible for ES status) by the Fall semester following the year approved (if the approval is completed by February 15). If the approval occurs after February 15, the course will be eligible for ES status and listed in the online catalog by the following Fall semester (typically a bit more than a year away). [Note: This policy is to maintain ES program compliance with expectations for the online course catalog.]

*Notes and Additional Considerations:*

- The committee provides guidance for the ES director in generating text that explains expectations for ES courses, including specifying expectations for how the identified ES goal is taught in the course and how alignment of all required ES elements should be clarified. This includes providing clarity regarding the expectation to ensure that appropriate language about the designated ES goal is included on the syllabus for an ES course.

### 4. ES Course Revalidation

*Policies:*

- 4a. All revalidation requests must be submitted by October 1 of the scheduled year.
- 4b. ESC members will review the revalidation proposals during the October 1 – January 31 time period, with subcommittee review preceding whole committee action. The assessment data form must be submitted for ESC review prior to full committee action.
- 4c. The ESC must take final action on all revalidation requests in time for decisions to be reflected in the next academic catalog, which typically means a February 15 final action due date. The exact date needs to be worked out in advance with the Registrar who oversees catalog publication.
- 4d. No revalidation work will be brought to the ESC as a whole until a subcommittee review has occurred.
- 4e. Revalidation decisions are to be approved by a subcommittee before being brought to the ES Committee as a whole. At least half of the members of a subcommittee should have seen and reached agreement on the language of the assessment data form as well as on the decision itself prior to forwarding. If there is disagreement among initial readers, additional members of the subcommittee shall read and render an opinion.



- 4f. When members of a subcommittee find the issues to be novel or complex and are thus unable to reach consensus (or uncertain about the appropriate course of action), the issue should be brought to the ESC as a whole for resolution and action.
- 4g. Any revalidation action that includes a delay in the decision (e.g., request for more information) should specify the need to be addressed prior to revalidation. This should be in writing, with the comments available both to the revalidating department/individual and members of the ESC.

*Notes and Additional Considerations:*

- When revalidation requests are received, all the checked boxes should be reviewed prior to distribution to subcommittee members. This administrative review should ensure that the identified goal, special emphasis, breadth of knowledge area, etc. in the revalidation are consistent with those in the previous validation/revalidation.
- All assessment data forms should include clear language documenting what was noted in the revalidation request. This should include description of strengths in courses approved for revalidation, identification of any areas needing improvement in future revalidations, and identification of information to be submitted in a future semester for any provisional revalidations. The aim is to be helpful and supportive to faculty who teach ESCourses.

# Bylaws of the Essential Studies Committee

The Essential Studies Committee charge, including membership and the committee's functions and responsibilities, as adopted by the University Senate and contained in the University Senate Committee Manual, appears in an earlier section of this document.

## 1. Committee Operations

### *Policies:*

- 1a. Quorum for the ESC is 1/3 of all voting members, as per University Senate rules.
- 1b. Each ESC member is expected to serve as a member of a subcommittee (in addition to serving on the ESC itself) as assigned by the chair. Involvement in other ESC work (e.g., additional ad hoc subcommittees, Assessment Week planning) is generally at the discretion of the member.
- 1c. ESC meeting times and places (for the semester) are to be publicly posted as soon as they are determined. ESC agendas are to be publicly posted at least one day prior to each meeting in order to enable interested parties to attend if desired. [Note: Names of student petitioners should not be identified on agendas.]

### *Notes and Additional Considerations*

- All committee members should go through training prior to involvement with validations, revalidations, or other outreach to campus generally.

## 2. Roles of Committee Officers

### *Policies:*

- 2a. The chair of the ESC calls all meetings, prepares agendas, and presides over ESC meetings.
  - i. The chair will serve on the executive committee.
  - ii. The chair of the ESC, in consultation with the past-chair and ES director, appoints subcommittees, including a chair for each subcommittee.
- 2b. An ESC chair-elect will be identified in the fall semester, ideally fairly soon after the semester begins.
  - i. The chair-elect will serve on the executive committee.
- 2c. The past-chair remains an official member of the ESC for a full year after her/his chair term is over.
  - i. The past-chair will serve on the executive committee.
  - ii. She/he assists with any outreach and follow-up on extensions or other business carried over from the previous year.
- 2d. An executive committee of the ESC is comprised of the past-chair, current chair, and chair-elect.
  - i. Meetings (face-to-face or electronic) of this body will occur at the request of the ES Director to provide input or guidance as needed, e.g., in planning activities related to ES.
  - ii. The executive committee does not stand in for the ESC in making any committee decisions.
  - iii. Chairs of subcommittees may be invited to participate in any executive committee meetings as the ES Director sees appropriate.

### 3. ESC Relationship with the ES Director

#### *Policies:*

- 3a. The ES Director writes letters for all non-approved course proposals and petitions, explaining the committee's decisions and/or any needed next steps.
- 3b. When the ESC acts to deny a petition or postpone action on a course (grant an extension or a provisional revalidation, or request more information for a validation), the ES Director should keep records of the reason for the delay or denial in order to improve clarity and consistency in future communications with the same individual or department.
- 3c. The ESC Director ensures timely action on all requests to the committee, whether for petitions, validations, revalidations, or other decisions. All requests of any sort are tracked and files are maintained to ensure appropriate and timely responses.
- 3d. The ESC Director is responsible for ensuring that all letters needed to report committee actions are sent, on a timely basis, to students or faculty submitting requests of any sort. In cases where the letter is to be written by another individual, the ESC Director still serves as the conduit, tracking progress and ensuring timely reports back.
- 3e. The Director of the ES program is responsible for maintaining a record of policy decisions of the ESC and updating this record of policies on a timely basis. Revisiting previous policy decisions will occur when either the Director or the ESC perceives a need.

## Appendix: Guidelines for ES Course Transfer (GUEST)

University of North Dakota  
**Essential Studies Program**  
**GUIDELINES FOR ESSENTIAL STUDIES  
TRANSFER**

**“Essential Studies” is UND’s undergraduate program in general education.**

**UND received the “Improvement in General Education” award from the Association of General & Liberal Studies in Fall 2008 for the campus’ work in revising general education and developing the Essential Studies program.**

The University of North Dakota welcomes transfer students and accepts credits awarded by regionally accredited institutions. Specific questions or inquiries not addressed by the Guidelines can be addressed to:

**Registrar’s Office**  
[christina.fargo@mail.und.edu](mailto:christina.fargo@mail.und.edu)  
701.777.2148 or 777-2711  
Twamley Hall 201 (Stop 8382)

Additional information about UND’s Essential Studies program can be found at the ES website or by contacting the Office of Essential Studies:

**Director of Essential Studies**  
[essentialstudies@und.edu](mailto:essentialstudies@und.edu)  
701.777.4434  
O’Kelly Hall 113 (stop 7310)

<http://und.edu/academics/essential-studies/>

This document was initially approved by the Essential Studies Committee on: April 1, 2011. It was revised in 2015, and the updated edition was approved by the Essential Studies Committee on May 12, 2015.

## **UND Essential Studies Program**

### **2015 GUIDELINES FOR ESSENTIAL STUDIES COURSE TRANSFER (G.U.E.S.T.)**

This document describes how courses taken at other institutions align with UND's Essential Studies (ES) program requirements for both Breadth of Knowledge (BOK) requirements and Special Emphasis (SE) requirements. It is intended to help with course transfer into the ES program.

Students under Essential Studies. The ES program applies to all first-year students who entered UND in Fall 2008, or later, and for all transfer students who entered UND in Fall 2009, or later.

Transfer Agreements. Some transfer credit decisions are determined by the North Dakota University Systems' (NDUS) "General Education Requirements Transfer Agreement" (GERTA). UND's BOK categories are the same as the GERTA categories. GERTA is used to facilitate transfer between the 11 institutions in the state public college and university system; it is often used for transfer from the ND tribal colleges and the ND private institutions. In addition to GERTA, NDUS also has a "Common Course Numbering" policy, which applies primarily to courses in general education.

Besides the NDUS agreements, UND has also established articulation agreements with a large number of schools and systems outside the state. See the Registrar's Office for current list.

Transfer Credit for Majors. Requirements for majors and pre-requisites within majors are *not* addressed by this document. Questions about this aspect of transfer should be addressed to the major department.

If the course equivalent at UND and the guidelines are different: the student can choose one, but not both. That is, the student can choose to transfer according to the course equivalency OR s/he can choose the guideline here (GUEST).

### **Caution Concerning Use of the Guidelines.**

**Readers are reminded that the purpose of this document is to provide general guidance that can be used by advisors to provide advice regarding evaluation of course credit for Essential Studies. While students should always check their Academic Advisement Report\*, all final decisions are made as part of an official transcript review by the Office of the Registrar. Decisions made by consulting this document will not supersede that review.**

\*Each student can access his/her Academic Advisement Report through Campus Connection. The report—sometimes also referred to as the "degree audit"—tells which program requirements in Essential Studies and in the major that the student has completed to date. It also tells which requirements remain to complete. The AAR is a key tool that helps students and their advisers plan their programs of study wisely and efficiently.

## **Checklists for ES Transfer**

### **Steps to be followed in Addressing Inquiries about ES Transfer Credit**

#### **Prospective Students**

1. Inform the student about the articulation agreements that are available online. If the student's transfer institution is one with whom we have an agreement, they will be able to find that information online.
2. Advise prospective transfer students to contact their college advisor for other questions about transferring. Advise students who have not yet decided on a major (or college) and who have other questions about transferring to contact Student Success Center.

#### **Newly Admitted Students**

1. All admitted transfer students will have a course-by-course evaluation of their incoming transfer credit. The Office of the Registrar will determine which credits will transfer to UND, including how those credits will be applied toward UND's Essential Studies requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. Check the Academic Advisement Report--it will be used to reflect how courses apply toward the student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact the Registrar's Office for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal by petition directly to the Essential Studies Committee. Students and advisers may also contact the Essential Studies Office for help with petitions.

#### **Currently Enrolled Students**

1. All currently enrolled UND students who have taken courses at another institution will have their incoming transfer courses evaluated by the Office of the Registrar. The Office of the Registrar will determine which credits will transfer to UND, including credits to be applied toward UND's Essential Studies Requirements.
2. The individual college or department determines how the accepted courses may be used toward the student's major.
3. The Academic Advisement Report will be used to reflect how courses apply toward a student's degree requirements.
4. If a course was not marked as equivalent to a specific UND course, a Breadth of Knowledge or Special Emphasis requirement and the student thinks it should have been, it is the student's responsibility to contact the Registrar's Office for review and investigation of the transfer equivalency decision.
5. If a satisfactory decision is not reached through departmental consultation, the student may appeal, with an ES petition, directly to the Essential Studies Committee. Students and advisers may also contact the Essential Studies Office for help with petitions.

GUIDELINES FOR ESSENTIAL STUDIES TRANSFER:  
**BREADTH OF KNOWLEDGE REQUIREMENTS**

Reminder: the following covers courses other than those governed by Common Course Numbers, GERTA, Articulation Agreements, and/or other NDUS policies.

*Information below is organized first by Breadth of Knowledge (BoK) area--Communication, Social Sciences, Arts and Humanities, and Math/ Science/Technology/Technology-- and second by department.*

*NOTE: Guidelines included here may be used to address questions about ES credit.  
These guidelines do not address course equivalency.*

**I. Communication:**

- TRANSFER CREDIT OK'd for English Composition I: (UND's English 110), College Writing I, College Composition I, Composition I, Freshman Writing.
- OK for English Composition II (UND's English 130): NDUS English 120 and 125, Research Writing courses, College Writing II, College Composition II, Composition II, Professional/Business and Technical Writing courses, Public Writing courses.
- NO: Writing courses with a technical program prefix will not normally count toward the ES Communication requirement.
- NO: Courses in literature will not count toward the BOK requirement in Communication. However, they may count toward the Humanities requirement.
- OK for Oral Communication (O): Any 3-credit course that is clearly a public speaking course. E.g., Speech, Introduction to Public Speaking.  
*(NOTE: Courses such as "Introduction to Communication," "Mass Communication," and "Interpersonal Communication" do not normally fulfill this requirement because they may be about communication rather than provide students with opportunities to practice and receive feedback on their oral communication skills.)*

**II. Social Science**

Anthropology:

- OK: Introduction to Anthropology or course in Cultural Anthropology, Archaeology or Pre-History.  
*(NOTE: Courses in Physical Anthropology or Biological Anthropology or Human Origins do not fit here but they may fit under Math/ Science/Technology.)*

Economics:

- OK: Intro, Micro, Macro, Survey of Economics.  
*(NOTE: Courses in Statistics will count under Math/ Science/Technology).*

Geography:

- OK: Human, Cultural or Introduction to Geography. Regional Geography courses.  
*(NOTE: Courses in Physical Geography, Weather or Climate may fit under Math/ Science/Technology.)*

Indian Studies:

- OK: Introduction to Indian Studies or courses in Culture or Politics.  
(NOTE: Courses in Art, Religion, History, Languages or Literature fit instead under Humanities.)

Political Science:

- OK: Any regular academic Political Science course.
- NO: experiential courses or work in political science, e.g., student government.

Psychology:

- OK: Introduction to Psychology, General Psychology, Developmental (e.g., Child Psychology, Adolescent), Abnormal, Social Psychology.  
(NOTE: Statistics courses count under Math/Science/Technology; "Self-Help" courses do not apply to ES but would transfer in as elective credits.)

Sociology:

- OK: Introduction to Sociology, General Sociology, and most other Sociology courses.  
(NOTE: Statistics courses count under Math/Science/Technology; Self-Help courses or 100 or 200-level courses on marriage or family normally do not apply to ES but would transfer in as elective credits.)

Social Science:

- OK: Introduction to Social Sciences.

**III. Fine Arts:**

- OK: Any course in Art, Music or Theatre.
- OK: Creative Writing.

**IV. Humanities:**

English:

- OK: Any literature course. Examples include: Courses with phrase "literature" or "literary" in the title (e.g., "Literary Analysis," or "Introduction to Literature"). Also, Poetry, Short Story, Fiction, Novel, Drama, or "Introduction to" any of these. American or British "survey" or "authors." Courses that explore various kinds of "writers" or "writing" (e.g., American, Native American, African American, Minnesota, Midwestern, Women, Twentieth-Century).  
(Note: Creative Writing counts under Fine Arts).

History:

- OK: Any regular academic History course.



Humanities course:

- OK: Any regular academic introductory or survey course in Humanities, e.g., Intro to Humanities, Humanities Survey, Humanities I, Humanities plus an era (e.g., Humanities: Greek and Roman).

Indian Studies:

- OK: Courses in History, Languages, Literature, Religion.

Languages:

- OK: Any regular academic foreign language or Native American language course.  
(NOTE: *American Sign Language is not accepted as Humanities for UND and transfer courses.*)

Philosophy:

- OK: Any regular academic Philosophy course with a Philosophy prefix.

Religion:

- OK: Any course from public colleges and universities.
- OK: Any course from private colleges without religious affiliation.  
(NOTE: *Courses from colleges with a religious affiliation must be reviewed by the Philosophy & Religion department for ES applicability.*)

Art/Music/Theatre:

- Art/Music/Theatre courses in appreciation, history, or literature will count toward the BOK requirement in Fine Arts. However, students may request to use these courses to count toward the BOK requirement in Humanities instead (cannot count “both ways”). Students or advisers should contact the Registrar’s Office if they want to make such a request.

## V. Math/Science/Technology:

*Special Note about Laboratory courses: To fulfill the Lab Science portion of the MST requirement, the classes approved below must be at least 4 semester credits (or 3+1) and include a lab (see section on Notes for information on fractional credit, p.13). The lecture and lab must be for the same course, e.g., General Biology 3 credits + General Biology Lab 1 credit..*

Anthropology:

- OK: Physical Anthropology, Biological Anthropology or Human Origins.  
(NOTE: *Other Anthropology courses may fit under Social Sciences.*)

Biology:

- OK: Standard Biology courses, e.g., Introduction to Biology, General Biology, Principles of Biology, Concepts of Biology, Environmental Biology, General Ecology, Microbiology.
- OK for Lab: General Biology, Concepts of Biology, Human Biology, Anatomy & Physiology, Biochemistry, Microbiology. (See also *Special Note above about Labs*)

#### Chemistry:

- OK: Standard courses in general Chemistry, e.g., Preparatory Chemistry, Introduction to Chemistry, Introduction to General Chemistry, Fundamentals of Chemistry, Aspects of Chemistry, General Chemistry, Principles of Chemistry.
- OK: standard courses in Organic Chemistry, Inorganic Chemistry, Biochemistry.
- OK for Lab: General Chemistry, Chemistry for Non-Science Majors. (*See also Special Note about Labs*)

#### Geography:

- OK: Physical Geography, Weather and Climate, Earth Science.
- OK for Lab: Physical Geography, Earth Science. (*Note: see also Special Note about Labs*)  
(NOTE: *Introductory courses, such as "Introduction to Geography," fit under Social Sciences.*)

#### Geology:

- OK: Introduction to Geology, Physical, Historical, Environmental.
- OK for Lab: Introduction to Geology, Physical, Historical. (*See also Special Note about Labs*)

#### Meteorology/Atmospheric Science:

- OK: Introduction to Meteorology, Introduction to Atmospheric Science.
- OK for Lab: Introduction to Meteorology. (*See also Special Note about Labs*)

#### Nutrition:

- OK: Introduction to Nutrition.

#### Physics:

- OK: Introduction to Physics, College Physics, Engineering Physics, Astronomy, Physics for Non-Science majors.
- OK for Lab: All of the above. (*See also Special Note about Labs*)

#### Physiology and/or Anatomy:

- OK: Any standard Anatomy or Physiology or combined Anatomy & Physiology course.
- OK for Lab: Any of the above. (*See also Special Note about Labs*)

#### Mathematics:

- OK: College Algebra, Trigonometry, Pre-Calculus, Survey of Calculus, Applied Calculus, Calculus.
- MAYBE: Courses with titles like "Math for Liberal Arts" will be evaluated individually, normally by UND's Department of Math. Check with the Registrar's Office first.  
*NOTE: Courses that are a pre-requisite for College Algebra do not count, nor do Math courses geared specifically for a vocational program.*

#### Computer Science:

- OK: Introduction to Computers, Introduction to Computer Science.  
(NOTE: *Data entry courses, programming language courses, and computer courses with a technical program prefix do not normally apply to ES but would transfer in as elective credits.*)

Statistics:

- OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar programs.

*(NOTE: Statistics courses within a technical or vocational program normally do not apply to ES but would transfer in as elective credits.)*

**REMINDER: An official transcript review must be completed before any credit decision can be considered as final. Also remember that this document addresses ES applicability, not transfer equivalence.**

## GUIDELINES FOR ESSENTIAL STUDIES TRANSFER: **SPECIAL EMPHASIS REQUIREMENTS**

*NOTE: Guidelines included here may be used to address questions about ES credit.  
These guidelines do not address course equivalency.*

### **I. Quantitative Reasoning: (“Q”)**

Mathematics:

- OK: College Algebra, Trigonometry, Applied Calculus, Survey of Calculus. Finite Math.
- MAYBE: Courses with titles like “Math for Liberal Arts” will be evaluated individually, normally by UND’s Department of Math. Check with the Registrar’s Office first.

Sciences:

- OK: any regular academic course in general Chemistry.
- NO: Organic Chemistry, Inorganic Chemistry, Biochemistry.
- OK: Physics, Atmospheric Sciences (Meteorology).

Statistics:

- OK: Any course labeled Statistics under Business, Economics, Mathematics, Statistics, Psychology, Sociology, or similar programs.

### **II. Global Diversity: (“G”)**

Anthropology:

- OK: Intro or course in Cultural Anthropology, Archaeology or Pre-History.

Foreign Languages

- OK: courses that are equivalent to UND course offerings that have been approved for Global Diversity (“G”). Examples: Spanish 101, First-year Norwegian, Chinese 201.
- NO: Languages that are not offered at UND will not count toward the Special Emphasis in Global Diversity (G). Examples: Dutch 101, First-year Korean, Arabic 201.

Geography:

- OK: World Regional Geography, Cultural Geography, Human Geography.
- OK: Regional Geography courses other than North America.

History:

- OK: History of a single country or region outside the U.S. and British Commonwealth countries (including Canada).
- OK: History of World Civilization I or II, Western Civilization I or II.

Philosophy/Religion:

- OK: World Religions, Asian Philosophy or Religion Courses, Islam.

Other:

- OK: Study in a regular academic discipline of a country or region outside the U.S. and the British Commonwealth countries, including Canada (e.g., World Music, Art of Asia).

- NO: Women Studies and Gender Studies--no automatic credit.

### **III. United States Diversity: (“U”)**

- OK: Indian Studies courses that fit under BOK categories Social Sciences or Humanities.
- OK: Courses, although housed in various departments, which fulfill a similar diversity requirement at the home school, e.g., Multicultural Education, Diversity in American Society, Race in America.
- OK: Courses dealing with specific minority groups in the U.S., e.g., Black American Writers, Latino Culture.
- NO: Women Studies and Gender Studies--no automatic credit. Advise students to petition if their transferring course meets the “U” criteria.

### **IV. Advanced Communication: (“A”)**

- OK: Advanced Composition (i.e., college composition courses beyond Composition II).

### **V. Capstone Courses for Essential Studies (“C”)**

- NO transfer credit: All students, including transfers, are required to take an approved ES Capstone course at UND to fulfill their requirements for Essential Studies.

*Note on “C” courses: Most students will find that their departments have developed “C” courses in their majors. Students in majors that do not have a “C” course should be advised to take a “C” course that is open to all students.*

## Notes

### Applying to special transfer issues not addressed in the previous sections.

1. North Dakota University System (NDUS) and Essential Studies transfer.
  - GERTA (NDUS policy: General Education Requirements Transfer Agreement). All GERTA courses will apply to Breadth of Knowledge ES requirements according to the UND Gold Page.
  - Common course numbers. All NDUS courses that have CCNs with UND courses will fulfill both Breadth of Knowledge (BoK) and Special Emphasis (SE) requirements in the same ways that UND courses do.
  - Oral Communication. Courses in GERTA under ND: COMM will fulfill the “O” requirement, as will similar Public Speaking courses.
  
2. Other Articulation Agreements. All courses from schools with which we have articulation agreements will fulfill the BoK and SE requirements according to the existing agreement. If an articulation agreement has not yet been updated, the student should contact the Office of the Registrar.
  
3. Transfer Credit By Examination or Test.
  - Credits earned through AP, CLEP, IB, and DSST will fulfill BoK requirements, and they will fulfill UND Special Emphasis requirements up to Fall 2016. Effective Fall 2016, they will NOT fulfill any SE requirements. This will apply to all students, whether from North Dakota or elsewhere.
  - In accordance with UND policy and practice, credits earned through UND Challenge Exams and Language Placement and Credit Exams will fulfill BoK requirements. They will NOT fulfill any SE requirements.
  - Placement Exams taken for placement only (not for credit) do NOT fulfill any BoK or SE requirements.
  
5. ACT Scores and Essential Studies Transfer
  - English ACT of 27 or above will waive the English 110 requirement for Essential Studies or the old GER. *Note: the effect of this waiver is that the student needs to complete 6 of the 9 credits in the BoK Communication category (e.g., English 130 + Communication 110). However, the student is still required to complete at least 125 credits for graduation.*
  - Math ACT does not waive an Essential Studies requirement. It only counts as a pre-requisite for the next level.

5. **Study Abroad Credit.** If possible, students planning to study abroad should get prior approval of their planned work and how it will transfer. Arrangements are best made in advance if a student wants to earn ES credit for an international learning experience. Contact the Essential Studies office for more information.. For major requirements, see the faculty advisor in the department or college. The Study Abroad paperwork can be obtained from the International Centre or at the Registrar's Office.

*NOTE: UND does not grant credit for study abroad based solely on the experience of living in a foreign country. We require that, for ES credit, the experience must be a) a learning experience, b) guided or directed by a qualified instructor, c) designed so the student reflects seriously on the learning they have gained from the experience, and d) the student's experience and reflection is assessed by the instructor.*

6. **Fractional Transfer Credit.** The following guidelines show how ES credit is judged when a student inquires about transferring coursework that carries fewer credits than the UND equivalent. This most often occurs when transfer is from institutions with a quarter system.

### **Lab Sciences**

- OK: Two quarters (2 2/3 + 2 2/3) of lab sciences--either same or different sciences.
- OK: A 3 1/3 credit lab science (5 quarter hours). Note: 9 credits Lab Sciences total still needed.
- OK: A 3-credit lab science course. Note: 9 credits total still needed.
- NO: A 2 2/3 credit (4 quarter hours) lab science.

### **Speech**

- OK: A 2 2/3 credit (4 quarter hours) speech course.
- OK: 2-credit speech course.

*Note: at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

### **English Composition**

- OK: for these combinations of fractional credits for Comp I & Comp II: 3 + 2 2/3. Or, 2 2/3 + 2 2/3. Or, 3 + 2.
- NO: 2 + 2.

*Note: as for Speech above, at least 8 credits total of English Composition plus Speech are still needed as minimum under Communication.*

### **Fine Arts**

- OK: A 2 2/3 credit fine arts course.
- OK: A 2-credit fine arts course.
- OK: Three 1-credit fine arts courses. Maximum of 3 both for transfer and UND.
- OK: Two 1-credit fine arts courses--both for transfer and UND.

### **Special Emphasis Requirements: "A," "G," "Q," and "U"**

- OK: 2 2/3 credits but still requiring 9 credits total in each: A&H, SS, and Math/Science/Tech
- NO: 2 credits or fewer. The ES Committee will consider petitions for 2.0 credits if the coursework can be shown that it met the UND criteria for Special Emphasis learning outcomes and learning experiences.

- NO: “C” transfer credit. All students, including transfers, must take an ES Capstone (“C”) course at UND to fulfill their ES requirements.
7. Dean’s Waivers: Under Essential Studies, academic deans may approve a reduction of up to 1 credit in one of the following Breadth of Knowledge categories: Communication, Arts & Humanities, or Social Sciences. However, deans may not approve a reduction in the 9 credits of Math/Science/Technology. Dean’s waivers also do not apply to Special Emphasis or Capstone requirements.



### How G.U.E.S.T. Was Developed and Approved.

The initial version of the guidelines was developed by an ad hoc Essential Studies transfer group in Fall 2010. This version is also a revision of the first ES transfer guidelines (2009), which were developed as part of UND's implementation of Essential Studies, and which replaced the former transfer document for the old program (Guidelines on Transfer for the General Education Requirements, 1993).

Each version of GUEST is approved by the Essential Studies Committee (ESC). Future versions will be reviewed and revised every other year. The Office of Essential Studies, in cooperation with the Office of the Registrar and the ESC, will be responsible for the biennial review and revision.

#### Members of the 2010 Ad hoc ES Transfer Group:

- ] Suzanne Anderson, Registrar
- ] Lisa Burger, Director, Student Success Center
- ] Mary Coleman, Past Chair, Essential Studies Committee
- ] Christina Fargo, Assistant Registrar
- ] Sherrie Fleshman, Chair, Essential Studies Committee
- ] Adam Kitzes, Essential Studies Committee
- ] Steve Light, Associate Provost for Undergraduate Education
- ] Jennifer Manzke, Manager of Non-Articulated Transfer/Registrar's Office
- ] Tom Rand, Associate Dean, Arts & Sciences
- ] Lori Robison, Essential Studies Committee
- ] Tom Steen, Director of Essential Studies

The Guidelines were revised in 2015, and they were approved by the ES Committee on May 12, 2015.

#### Members of the 2015 GUEST Team:

- ] Lisa Burger, Student Affairs/Student Success Center
- ] Marlys Escobar Nursing & Professional Disciplines
- ] Christina Fargo, Assistant Registrar
- ] Brett Goodwin, Biology
- ] Adam Kitzes, English
- ] Tom Rand, Arts & Sciences
- ] Lori Robison, English
- ] Tom Steen (editor), Essential Studies



# Code of Student Life

~~2018~~2019-~~20~~2019

(UPDATE) Revised August 16, 2018

# CODE OF STUDENT LIFE

## A Message from your Vice President for Student Affairs and Diversity

Dear Students:

Welcome to the University of North Dakota! The University is a learning community dedicated to the intellectual and personal growth of our students. It is an environment where all students, faculty, and staff are treated with dignity and respect.

The University's community values statement specifies:

1. That everyone be allowed to work, learn, and live in a safe, caring environment.
2. That everyone learn about, understand, appreciate, and respect varied cultures.
3. That everyone matters.
4. That all individuals be respected and treated with dignity and civility.
5. That everyone continue to share in the responsibility of making UND a better place.

The *Code of Student Life* serves to enrich the University experience and as a guide for the University disciplinary/conduct system. The *Code* addresses the rights and responsibilities of all UND students and includes processes intended to ensure fair treatment of all students. We take these policies and processes seriously and believe it is our responsibility to help students learn about the choices they make, about the consequences for their decisions, and about how to respect others.

Welcome to the UND community. We are glad you are here.

Sincerely,  
Cara Halgren, Ed.D.  
Vice President for Student Affairs and  
Diversity and Dean of Students

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Commented [AP1]: This information is covered in other places of the *Code*. We will still use the statement or a similar statement on the website landing page for the *Code*.

# CODE OF STUDENT LIFE

## I: ~~Overview~~ Introduction to the *Code of Student Life*

The University of North Dakota (University) welcomes you to its community of more than 15,000 students, faculty, and staff. Our University community is made up of individuals representing the rich diversity and heritage of the populations of North Dakota, the nation, and the world. The University is ideally suited to make campus life a positive educational experience through the sharing of a multitude of ideas, experiences, life styles, cultures, and beliefs.

The mission of the University is to provide transformative learning, discovery, and community engagement opportunities for developing tomorrow's leaders.

As part of its mission, the University intends to nurture and sustain a learning environment which permits all to learn from the diversities brought to campus by members of the University community.

To strengthen the sense of community at the University, we affirm the following:

1. That everyone be allowed to work, learn, and live in a safe, caring environment.
2. That everyone learn about, understand, appreciate, and respect varied cultures.
3. That everyone matters.
4. That all individuals be respected and treated with dignity and civility.
5. That everyone continue to share in the responsibility of making UND a better place.

The *Code of Student Life* (*Code*) outlines the rights and responsibilities enjoyed by the students who make up our University community. The purpose of the information contained in the *Code* is to promote and maintain a learning environment appropriate for an institution of higher education and to serve as a basic guide to help prevent abuse of the rights of others. Members of the University community are expected to be familiar with the policies and processes contained within the *Code* and to act in compliance with them at all times. The *Code* is intended to be a general handbook to give guidance and direction to members of a very diverse University community. Although it is not possible to cover every conceivable situation that might arise, specific questions relating to the *Code* may be directed to the Office of Student Rights and Responsibilities or the Office of the Vice President for Student Affairs and Diversity.

Nothing within the *Code* is intended to limit or restrict freedom of speech or peaceful assembly. General statements of philosophy and principles to which the University subscribes are found in the State Board of Higher Education (SBHE) statement of academic freedom ([SBHE 401.1](#)).

The *Code* is published periodically and is subject to amendment or revision. The *Code* published online at <http://und.edu/code-of-student-life/> is the current version in use by the University. Members of the University community are encouraged to submit [proposed](#) amendments or revisions to the [Code of Student Life Review Committee](#) (CSLR Committee) for consideration.

### 1: Authority

The authority for student discipline, also referred to as student conduct, is derived from the president, who has delegated authority to the vice president for student affairs and diversity (VPSAD). The VPSAD further delegates authority to the assistant dean of students. The assistant dean of students administers the policies, procedural rules, and programs for student conduct hearings consistent with provisions of the *Code*, federal and state laws, and University and SBHE policies.

The assistant dean of students may further delegate the authority for student conduct and appoint individuals to serve as student conduct administrators (SCA).

**Commented [AP2]:** This is from the VPSAD statement and from the academic catalog.

Also indicated that it is from our community values statement – although I have had trouble finding that. If it is, we will link to it.

# CODE OF STUDENT LIFE

SCAs are the individuals identified by the University to manage the student conduct process. Identified SCAs include members of the Office of Student Rights and Responsibilities staff and Housing staff responsible for the daily operation of the residence hall and apartment communities.

The VPSAD is the final authority for interpretation or application of the *Code*.

## 2: Jurisdiction

University disciplinary proceedings may be instituted against a student charged with conduct that potentially violates federal, state, or local laws, ordinances, or regulations and/or the *Code* (that is, if both possible violations result from the same factual situation) without regard to pending civil or criminal litigation, criminal arrest, or prosecution. Proceedings under the *Code* may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the VPSAD or designee.

Determinations made or sanctions imposed under the *Code* will not be changed solely because criminal charges arising out of the same facts giving rise to violation of University rules were dismissed, reduced, or resolved in favor of or against the student.

~~The *Code* applies to conduct that occurs on University premises, at University sponsored activities, and to off-campus conduct that adversely affects the University Community and/or the pursuit of its objectives.~~ Each student is responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the student's conduct is not discovered until after a degree is awarded). The *Code* applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending.

**Commented [AP3]:** This statement is made 2 times in the document. Remove this statement and keep the other statement.

The VPSAD or designee will determine whether the *Code* will be applied. The assistant dean of students or designee may also determine not to apply the *Code* to the conduct of a student filing a complaint or participating in the investigation of a complaint.

If a complaint alleges that a violation occurred while a previous version of the *Code* was in effect, the alleged behavior will be evaluated based upon the version of the *Code* and/or applicable policies that were in effect at the time of the alleged violation. The student conduct process in effect at the time that the complaint is filed will be utilized.

## 3: Code Development & Amendment Process

The *Code* is published online and is subject to periodic amendment and revision. On an as-needed basis, the assistant dean of students will make routine changes (such as new contact names, department names, position titles, and e-mail or Web addresses) to the *Code*. The date of such changes will be noted on the revision record. Routine updates will not require endorsement through the *Code* review process.

All other changes to any portion of the *Code* will be made through the utilization of the *Code* Review Process.

### A: Code Review Process

The CSLR Committee is an advisory group responsible for reviewing and recommending amendments and revisions to the *Code*. The CSLR Committee is chaired by a member of the Office of Student Rights and Responsibilities staff and comprised of representatives from the following areas:

1. Office of Student Rights and Responsibilities (Chair),
2. Equal ~~Employment~~ Opportunity/~~Affirmative Action & Title IX~~,
3. Association of Residence Halls (ARH),
4. General Counsel,

# CODE OF STUDENT LIFE

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5. Interfraternity Council,
6. Panhellenic Council,
7. Student Government,
8. Director, Student Diversity and Inclusion
9. University Police Department (UPD), and
10. University Senate
11. Additional members as chosen by the committee

CSLR Committee members will be selected annually, serve one academic year and will meet on an as-needed basis.

When the CSLR Committee has provided its final feedback regarding recommended amendments and revisions to the *Code*, the assistant dean of students or designee will determine which amendments and revisions will move forward.

The assistant dean of students or designee will present the proposed changes to the University Senate Executive Committee (SEC) for review and feedback. The SEC provides leadership for the senate, ensures that University Senate policies are implemented, and acts as a liaison between the University Senate, the University of North Dakota, and the North Dakota University System.

The assistant dean of students or designee will present the proposed *Code* changes to the Policy Advisory Group (PAG) for review. PAG is a standing committee with broad University representation that is appointed by the vice president for finance and operations. PAG is charged with assisting in the formulation of new policies, the revisions of existing policies, and recommending review and endorsement to the President's Cabinet.

The Policy Office, responsible for PAG oversight, will post the proposed *Code* changes to its website for a minimum two-week campus comment period. The CSLR Committee will consider all feedback and determine whether and how these responses will be incorporated.

If the feedback results in substantial changes, the proposed *Code* will be represented to the members of PAG and posted for a second campus comment period. The CSLR Committee will again consider all feedback and determine whether and how these responses will be incorporated.

The PAG will review all final proposed revisions and amendments to the *Code* and will submit them to the President's Cabinet for endorsement. The president will have final approval.

If the president approves the changes, the assistant dean of students or designee will update the *Code* and communicate the final changes to the University community through a formal announcement. If the president does not approve the changes and recommends additional edits, the assistant dean of students or designee and CSLR Committee will coordinate appropriate edits and additional reviews as necessary prior to returning the changes to the President's Cabinet for further review and subsequent approval by the president. If the president does not approve the changes, no changes will be made and the *Code* will stand unamended.

## **B: Policy Development Authority in University Residences**

The ~~executive~~ director of housing ~~and dining~~ is responsible for the operations of residence halls and university apartments (university residences). Housing staff are responsible for providing a residential environment which is conducive to students' academic success. Policies for university residences may be

# CODE OF STUDENT LIFE

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developed in addition to those in the *Code*. All university residence policies go through the residence hall government and policy development process.

Residence Hall Government and Policy Development Process:

1. Residence policies are clarified by the appropriate channels through the Housing Office and are subject to the review and approval of the VPSAD and the president,
2. The occupants of each residence hall, by merit of paying ARH fees, are members of their respective hall government and of ARH,
3. ARH may recommend or endorse rules governing life within the residence halls. ARH is not the approval body for rules governing the residence halls. Proposed rules endorsed by various hall governments may be considered by ARH, and
4. Recommended rules endorsed by ARH are subject to approval by the ~~executive~~ director of housing ~~and dining~~ or designee and/or through the appropriate university policy review and approval processes.

## **C: Temporary & Provisional Changes to the *Code***

All policies and procedures within the *Code* are intended to be consistent with state and federal laws and regulations and University and SBHE policies. As such, modifications to the *Code* may be made on a temporary or provisional basis to ensure consistency with all laws, regulations, and policies. Temporary or provisional changes to the *Code* are approved by the president or designee.

# CODE OF STUDENT LIFE

## II: General University Policies, Regulations, & Prohibited Acts

The *Code* defines the rights and responsibilities that students have as members of the academic community.

All students are expected to maintain a high standard of conduct. The *Code* applies to students ~~both on-line, on-campus, and~~ off-campus.

Appropriate conduct in a community of scholars includes obeying the law, showing respect for authority, meeting contractual obligations, honestly communicating with the University, and maintaining integrity and individual honor in scholastic work.

A student is expected to be responsible for their actions whether acting individually or in a group. The term student includes both a student acting as an individual and to students acting in a group and/or a student organization, unless otherwise noted.

Any attempted act that, if completed, would constitute a violation of the *Code* will be treated as a completed act.

SCAs may initiate the student conduct process if a student engages in or is alleged to have engaged in any of the following:

### 1: Violations of Criminal or Civil Law

Behavior that may constitute a violation of federal, state, or local laws, ordinances, or regulations.

### 2: Acts of Dishonesty

Including, but not limited to:

1. **Academic Dishonesty.** Academic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion. ~~Students are expected to follow all direction provided by the instructor as it relates to academic work, including verbal and written instructions.~~ At the discretion of the instructor, cases of academic dishonesty may be referred to ~~OSRR-student conduct~~ as a disciplinary matter in addition to being responded to by an academic unit. Any incidents previously addressed by an academic unit may be considered in sanctioning decisions when a student is found in violation of the ~~Code of Student Life~~ for academic dishonesty.

The instructor may reflect the incident of dishonesty through the assignment of the student's grade in the course. If the student has a grievance related to this action, that grievance would be directed to the college or school in which the course is housed. The grievance is processed according to the rules of the college or school and as outlined in [Academic Grievances](#) portion of the *Code*.

Additionally, the instructor may refer the case as a disciplinary matter to the assistant dean of students. The assistant dean of students may further refer the case to the [student conduct process](#).

**Cheating.** Cheating includes, but is not restricted to:

- Copying from another's ~~academic~~ work;
- Possessing or using material ~~during-related to any assessment academic work~~ (e.g. test, homework, quiz, assignments) not authorized by the ~~person giving the test instructor or designee~~;
- Collaborating with or seeking aid from another ~~student during-related to an assessment any academic work~~ without permission from the instructor ~~or designee~~;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of ~~an-unadministered test academic work~~;



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- Substituting for another student or permitting another student to substitute for oneself to ~~take a~~ test ~~participate in academic work~~; and/or
- Bribing another person to obtain an unadministered ~~test~~ academic work or information about an unadministered ~~test~~ academic work.

**Plagiarism.** Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work.

**Collusion.** Collusion means the unauthorized collaboration with another person in preparing any academic work offered for credit.

2. **Document Misuse.** Misusing, falsely representing, defacing, mutilating, or stealing a University document.
3. **Election Tampering.** Tampering with the election of any University recognized student organization or representational body.
4. **False Information.** Furnishing false information to or withholding required information from any University document, representative, faculty member, or official.
5. **Forgery.** Forgery, alteration, or misuse of any official document, record, or instrument of identification, including University documents, records, or instrument of identification or presenting such forged, altered, or falsified records to a University official.
6. **ID Misuse.** The lending, giving to another person, or the use by a person to whom the document was not issued, of a University ID card or any document that is intended for use solely by the individual to whom the document was issued. The U-Card is considered the official University ID card. Theft of U-Card services, duplication, and/or altering of this card are prohibited.
7. **Non-Conduct Resolution Violation.** Failure to comply with a non-conduct resolution agreement.

### 3: Acts Against Self or Other Persons

Including, but not limited to:

1. **Assault.** Causing, willfully or negligently, bodily injury to another human being.
2. **Endangerment.** Physical abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health or safety of any persons.
3. **Harassment.** Harassment is a violation of the *Code* when it is objectively offensive and sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual or group to participate in or benefit from university-sponsored programs or activities, including employment and academic pursuits.

Harassment is a specific form of discrimination. It is unwelcome and offensive conduct that is based upon an individual or group's membership in a protected class. Harassment may be oral, written, graphic, or physical and may include, but is not limited to, offensive jokes, slurs, epithets, name calling, physical assaults, threats of harm, intimidation, ridicule, mockery, insults, put-downs, offensive objects, or pictures.

4. **Hazing.** Hazing by individuals or University groups is prohibited. Hazing is defined as:
  - a. An act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual

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through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; or involves the consumption of alcohol, other drugs, or other substances. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule ([North Dakota Century Code \(NDCC\), Chapter 12.1-17-10](#));

- b. Any action taken or situation created intentionally to produce psychological or physical discomfort, embarrassment, or ridicule; or
  - c. Any action which may endanger the health of the individual, demand undignified conduct, or in any way jeopardize their scholastic standing or general well-being.
5. **Interference.** Conducting one's self in a manner that significantly interferes with the operations of the University or endangers the health or safety of members of the University community and/or campus visitors, including actions that (a) substantially interfere with, or (b) are taken with a general intent to engage in actions to substantially interfere with, another's educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment.
  6. **Menacing.** Knowingly places another person in fear through threats of imminent and serious harm.
  7. **Stalking.** See Sexual and Gender-Based Misconduct policy.
  8. **Surreptitious intrusion.** Intruding upon or interfering with the privacy of another by secretly or without authorization gazing, staring, peeping upon, photographing, recording, amplifying, or broadcasting sounds or events of another.
  9. **Terrorizing.** Threatening to commit an act of violence and/or an act that would endanger another person's safety.

Commented [AP4]: Currently under review.

## 4: Disruptive Activity or Disorderly Conduct

Including, but not limited to:

1. **Abuse of the University student conduct system**, including but not limited to:
  - a. Disruption or interference with the orderly conduct of a *Code* proceeding;
  - b. Falsification, distortion, or misrepresentation of information to an SCA or hearing panel;
  - c. Influencing another person to commit an abuse of the student conduct system;
  - d. Discouraging an individual's proper participation in, or use of, the student conduct system;
  - e. Intimidating an SCA, a member of a hearing panel, a participant in a conduct hearing, or a person hearing an appeal prior to, during, and/or after a student conduct proceeding;
  - f. Initiating, in bad faith, an action under the *Code*;
  - g. Failing to comply in a timely manner when contacted to meet with an SCA; and/or
  - h. Retaliating against someone because they are who is participating in or declining to participate in a *Code* proceeding.

~~It is a discriminatory practice for a person to conceal unlawful discrimination or aid, abet, compel, coerce, incite, or induce another person to unlawfully discriminate in violation of this chapter, or to engage in any form of threats, retaliation, or discrimination against a person who has opposed any unlawful discriminatory practice or who, in good faith, has filed a complaint.~~

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~~testified, assisted, or participated in an investigation, proceeding, hearing, or litigation under this chapter.” (NDCC, Chapter 14-02-4-18, Retaliation Prohibited)~~

**Commented [AP5]:** This is already covered in the *Code* by the portion on state laws.

2. **Campus Disruption.** Participating in an activity, demonstration, or riot that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentionally obstructing or unreasonably interfering with freedom of movement, either pedestrian or vehicular, on campus.
3. **Classroom Disruption.** Engaging in behavior that substantially and/or repeatedly interrupts either a faculty member’s ability to teach or student learning. The classroom includes any setting where a student is engaged in work toward academic credit or the satisfaction of program-based requirement or related activities.
4. **Failure to Comply with University Officials or Law Enforcement.** Failing to comply with the directions of University officials or law enforcement officers acting in performance of their duties; failure to identify oneself to these persons when requested to do so; and/or failure to comply with the sanction(s) imposed under the *Code*.

## 5: Violation of any University Policy, Rule, or Regulation

Violation of any University policy, rule, or regulation published in hard copy or available electronically on the University or SBHE website, including violations of the [Residence Hall Room and Board License Agreement and policies](#), or the University Apartment Policy Book. University policies, rules, and regulations include, but are not limited to:

### A: Possession/Use of Prohibited Items

1. **Alcohol.** See [Alcohol and Drugs policy](#).
2. **Drugs/Paraphernalia.** See [Alcohol and Drugs policy](#).
3. **Medical Amnesty Act and Overdose Prevention and Immunity.** See [Alcohol and Drugs policy](#).
4. **Weapons.** See [Weapons policy](#).

### B: Acts Involving Property

Including, but not limited to:

1. **Computer and Network Misuse.** Theft or other abuse of computer facilities and resources, including any action which violates SBHE Policy on Computing Facilities (1901.2), the [Student Acceptable Use policy](#) and/or the [Digital Millennium Copyright Act](#).
2. **Fire Equipment Misuse.** Maliciously and/or negligently tampering with fire alarms or fire equipment.
3. **Theft/Property Damage.** Theft of and/or damage to property within the premises or jurisdiction of the University, including University property or any property of a member of the University community and/or contractor(s), vendor(s), or guest(s) of the University.
4. **Trespassing/Unauthorized Entry.** Unauthorized presence on or use of University premises, facilities, or property. Violating protocols listed in the [Access to and Security of Campus Facilities Policy](#) or through other means circumventing locks in university facilities or other unauthorized presence on or use of University premises, facilities, or property.

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## C: Sexual Misconduct

Sexual misconduct includes dating violence, domestic violence, sexual assault, sexual exploitation, and sexual harassment. Sexual misconduct also includes assault, stalking, and other acts prohibited by the *Code* when the behavior is based on an intimate relationship and/or actual or perceived gender, gender expression, sex, or sexual orientation. For more information, see the Sexual and Gender-Based Misconduct policy.

1. **Dating Violence.** See [Sexual and Gender-Based Misconduct policy](#).
2. **Domestic Violence.** See [Sexual and Gender-Based Misconduct policy](#).
3. **Sexual Assault.** See [Sexual and Gender-Based Misconduct policy](#).
4. **Sexual Exploitation.** See [Sexual and Gender-Based Misconduct policy](#).
5. **Sexual Harassment.** Sexual harassment is a violation of the *Code* when it is objectively offensive and sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability of an individual or group to participate in or benefit from university-sponsored programs or activities, including employment and academic pursuits.

Sexual harassment is a specific form of harassment. Harassment is a specific form of discrimination. Sexual harassment includes unwelcome acts of verbal, nonverbal, graphic or physical aggression, intimidation, or hostility based on sex. Sexual harassment may or may not include conduct of a sexual nature and may involve individuals of the same or different sex. For more information, see the Sexual and Gender-Based Misconduct policy.

## 6: Additional University Policies & Documents:

### A: Criminal, Disciplinary Background Check at Admission to UND

Students making application to the University of North Dakota are asked about their criminal history and any disciplinary history at other colleges and universities. If an applicant answers in the affirmative to these questions, they will be asked to provide additional information. The risk posed to the community by the applicant is considered by campus stakeholders before an admission decision is made. Certain conditions may be required of those students who are admitted under this process.

An affirmative response does not automatically deny admission. Some programs - undergraduate, graduate, and professional - may have more stringent requirements. See [SBHE Policy 511](#).

### B: Disability Accommodations

The University provides reasonable accommodations to qualified students with disabilities to ensure access to all programs and services. Students must contact [Disability Services for Students](#), 701.777.3425, to request accommodations.

### C: Assemblies and Demonstrations

Refer to the [Events, Demonstrations, Fixed Exhibits, and Short-Term Rentals policy](#) for information regarding assemblies and demonstrations.

### D: Policy on Graduate Assistants and Special Employees with Co-Required Student Status

All graduate assistants (graduate teaching assistants, graduate research assistants, and graduate service assistants), and special employees who are concurrently required to be students (e.g., certified flight instructors, residence hall staff) are students and are responsible for abiding by all policies as outlined in the *Code*. Additionally, they are subject to the ethical precepts and code of their academic profession, the laws

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of the state of North Dakota regarding its employees, and the University of North Dakota policies which govern their institutional obligations. Violation of these constitutes a basis for disciplinary action in accordance with distributed University procedures.

## **E: Spiritual Use of Sage, Sweetgrass, and Cedar Policy in UND Housing, the Memorial Union, and Other Non-Classroom Buildings**

Ancient and profound traditions concerning the use of plants abound within American Indian/Alaska native tribal cultures. The uses of these plants address a variety of medicinal and spiritual purposes. Long before Europeans arrived to North America, a variety of sacred plants were used in spiritual and ceremonial contexts. Today, well-established patterns of sacred plant use continue to be a part of tribal and intertribal ceremonial traditions.

The basic right of all Americans to religious freedom is strongly protected by the U.S. Constitution. The 1978 American Indian/Alaska Native Religious Freedom Act further and more explicitly protects Indian peoples' rights to religious practice. The University recognizes that religious traditions demand respect and protection. As members of this educational community, students are encouraged to recognize and respect the religious rights of all persons.

Using the smokes of sage, sweetgrass, and/or cedar is an important element in American Indian/Alaska Native purification and prayer ceremonies. When used in a spiritual manner, they are considered sacred within American Indian/Alaska native spiritual traditions.

In support of the spiritual lives of American Indian/Alaska natives, UND Housing Policies allow the spiritual use of sage, sweetgrass, and cedar smoke, when its use is for the purpose of purification and prayer is consistent with time-honored cultural, traditional, and spiritual observances; and complies with the protocols [outlined in this document](#). Such use is subject to all University, UND Housing, Memorial Union, and other non-classroom building policies concerning safety. For further information contact the UND Housing Office, Indian Studies Department, American Indian Student Services, Indians Into Medicine, Recruitment and Retention of American Indians Into Nursing, Indians Into Psychology Doctoral Education, Memorial Union, Deans of Colleges, or building administrators.

## **F: Suggestions and Complaints**

The University welcomes suggestions and/or complaints from students, faculty, and staff. These suggestions and complaints should be directed to the unit or personnel most directly involved. It is only in this way that the institution can become aware of potential problems and take appropriate action. The University may review with accrediting agencies a log of anonymously tracked written student complaints. See [student conduct complaint](#) process for filing complaints for student misconduct with the Office of Student Rights and Responsibilities.

Additional University and State Board policies and documents include, but are not limited to:

<a href="#">Academic Catalog</a>
<a href="#">Academic Freedom</a>
<a href="#">Consensual Relationships</a>
<a href="#">Complaints of Discrimination or Harassment Policy and Procedures</a>
<a href="#">Freedom of Expression Policy</a>
<a href="#">Intramural Participant Handbook</a>
<a href="#">IT Security Related Policies</a>
<a href="#">Lactation Support for Nursing Mothers</a>
<a href="#">Misconduct in Scholarship</a>
<a href="#">Parking Policy</a>
<a href="#">Student Acceptable Use of IT Resources Policy</a>

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<a href="#">Student Consumer Information</a>
<a href="#">Student Health Services</a>
<a href="#">Tobacco Free Campus Policy</a>
<a href="#">Wellness Center Membership Policies</a>

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## III: Student Conduct Process

### 1: Student Conduct Complaint

Any member of the University community may file a complaint against a student for an alleged violation of the *Code*. A complaint should be submitted as soon as possible after the event takes place or when an individual is made aware of a potential event of concern. The [Office of Student Rights and Responsibilities](#) assists members of the University community in answering questions, addressing concerns, and preparing complaints.

The individual who filed the complaint has the ability to indicate their desired response to the complaint. The wishes of the individual who filed the complaint will be taken into consideration in determining the institutional response.

Respecting one's right to privacy is important to the University with respect to the privacy of the involved individuals. Students can be assured that when they share information with medical, police, and/or University officials, such information will be handled professionally and within the framework of each agency's governing body privacy limitations (e.g., state law, licensing bodies, FERPA).

A student's privacy concerns are weighed against the needs of the University to respond to acts of harassment, including sexual misconduct. Information is shared on a limited basis and only with individuals who need to know to provide assistance and/or response to the complaint. When an individual files a complaint and requests that their name not be revealed to the accused person, the University's ability to respond may be limited.

Harassment and discrimination complaints may also be directed to the [University's Director of Equal Opportunity/Affirmative Action and Title IX Coordinator](#). Please see the [Preventing and Responding to Domestic Violence, Dating Violence, Sexual Assault, and Stalking policy](#) for additional information.

Reports taken by Housing staff members, reports created by University members, and police reports will be considered complaints. The University may choose to consider information received from individuals and organizations outside of the University as a complaint.

All complaints will be reviewed by an SCA for consideration in the student conduct process. In review of a complaint, it may be determined that additional information is needed to determine a course of action. If it is determined that additional information is needed, an SCA may investigate the nature of the complaint to determine if a violation of the *Code* may have occurred.

If it is determined that the information indicates that a violation of the *Code* occurred, the complaint will be referred to the [administrative student conduct process](#) or the [student conduct suspension process](#). If it is determined that the information indicates that a violation of the *Code* did not occur or that there is insufficient information to indicate a violation of the *Code* did occur the complaint will be closed. A closed complaint is a final decision. In rare circumstances, a closed complaint may be reopened if the University receives new information regarding an alleged violation of the *Code*. If a complaint is reopened, the accused student will be notified that the complaint has been reopened and have an opportunity to respond to the information. The assistant dean of students, or designee, has the discretion to reopen a complaint.

If the complaint alleges that violence, [harassment](#), or an act of [sexual misconduct](#) has occurred, the complainant may have additional rights within the student conduct process.

The Director of Equal ~~Employment~~ Opportunity/Affirmative Action & Title IX Coordinator, or designee, will be consulted by the SCA if appropriate.

Only relevant information will be considered in making decisions within the student conduct process.

In some circumstances, the SCA may determine that a non-conduct resolution between the person who filed the complaint and the accused student is appropriate and choose to work with those involved rather than going through a student conduct process. If a non-conduct resolution is not reached, the SCA may refer the complaint

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to a student conduct process. ~~In cases involving alleged harassment, discrimination, and/or sexual misconduct non-conduct resolutions will not be used.~~

## 2: Student Rights

A student has the following rights:

1. To be treated fairly;
2. To be notified of any proceeding which they are able to attend;
3. To be notified of the alleged violation(s) of the *Code*, also known as charges, and the possible consequences that may result;
4. To be heard by a fair and impartial decision maker;
5. To know the identity of those who made the complaint;
6. To choose to be accompanied by a personal advocate;
7. To choose to offer information on their own behalf;
8. To be notified in writing of any sanctions or actions which have been assessed;
9. To be notified in writing of the appeal process; and
10. To review their discipline record.

In certain circumstances a student may have the additional following rights:

1. In an incident of alleged violence or sexual misconduct, the individual who submitted the complaint may be notified of the outcome of any student conduct process as allowed by FERPA ~~(FERPA Regulations)~~, and
2. In an incident of alleged sexual misconduct, the individual who submitted the complaint and the accused student may have the same rights as allowed by FERPA and SBHE Policy 514. ~~(SBHE Policy 514)~~.

A student may choose to participate or not participate in any portion of the student conduct process. If a student does not attend a scheduled student conduct proceeding, the student conduct proceeding will continue in their absence. Choosing not to participate or failing to attend any portion of a student conduct process is not interpreted as an admission of responsibility nor a basis for additional sanctions.

## 3: Standard of Determination

The student conduct process is educational in nature and determination of responsibility for all alleged violations of the *Code* is based on the preponderance of information standard. The preponderance of information standard is also used for appeals of student conduct decisions. The preponderance of information standard is defined as more likely than not. An anonymous complaint cannot provide satisfactory information to determine that a student has violated the *Code*.

A finding of a court of law after the completion of a student conduct process does not change the outcome, but it may be considered during an appeal process.

## 4: Administrative Student Conduct Process

Students involved in alleged misconduct that may involve a violation of the *Code* will be referred to the student conduct process.



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The administrative student conduct process details the process taken by the University after receiving notification of a possible violation of the *Code*. The process includes:

1. Pre-hearing conference,
2. Administrative hearing, and
3. Appeal process.

A complaint that is referred to the student conduct process does not have to result in an administrative hearing. If during the student conduct process it becomes clear that the information does not indicate a violation of the *Code* occurred the complaint may be closed.

## **A: Pre-Hearing Conference**

Upon receiving information indicating a possible violation of the *Code*, the University will consider the information a complaint and initiate a student conduct process.

An SCA will be assigned to the accused student. The SCA will review the following with the accused student:

1. [Student rights](#) in a student conduct process,
2. The administrative student conduct process,
3. The [retaliation prohibited statement](#),
4. The nature of the complaint,
5. Campus and community resources available to the student, and
6. [Interim measures](#) that may be imposed on the student.

The accused student will be given the opportunity to provide information regarding the complaint. The student may choose to proceed to an administrative hearing or indicate to the SCA that they have violated the *Code*.

If the student indicates that they have violated the *Code*, the SCA and the student may discuss appropriate sanctions and may informally resolve the complaint. If the SCA and the student agree to sanctions the sanctions will be imposed and an administrative hearing will not be scheduled. If the SCA and the student do not agree to sanctions an administrative hearing will be scheduled.

The SCA may determine that additional information is needed to make a determination as to whether or not a violation of the *Code* occurred, if so, the SCA may further investigate the complaint prior to scheduling an administrative hearing and/or refer the complaint to another SCA.

An administrative hearing will be scheduled between three and fifteen business days following the pre-hearing conference. The accused student may waive the minimum time requirement. The SCA may extend the maximum time requirement for an ongoing investigation or due to extenuating circumstances presented by the accused student.

## **B: Administrative Hearing**

1. Hearings will be conducted in private.
2. In hearings involving more than one accused student the SCA has the discretion to permit the hearings concerning each student to be conducted either separately or jointly.

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3. The accused student is responsible for presenting their own information, and therefore, personal advocates are not permitted to participate directly in the hearing. The personal advocate may offer support, guidance, and advice to the student in a manner that does not disrupt the proceedings.
4. The accused student may present or arrange for witnesses to present pertinent information to the SCA. Pertinent information includes, but is not limited to, records, exhibits, and written statements.
5. The SCA may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witnesses during the hearing, and in whatever manner, as determined to be appropriate in the sole judgment of the SCA.
6. Formal rules of process, procedure, and/or technical rules of evidence, such as those that are applied in criminal or civil court, are not used in the *Code* proceedings. All procedure questions are subject to the final decision of the SCA.

## C: SCA Decision

1. After the administrative hearing concludes, in which all pertinent information has been received, the SCA will determine whether the accused student has violated the *Code* and if so, determine sanction(s).
2. The SCA may determine that more information is necessary before reaching a decision or that referral of the received information to another SCA is warranted, and, with notice to the accused student, continue or refer the investigation of the complaint.
3. Any decision will be rendered to the student in writing within five business days of the conclusion of the administrative hearing. In hearings involving more than one student, the SCA has five business days from the date of the last hearing to render a decision.

## D: Appeal Process

After being found in violation of the *Code*, the accused student has the right to appeal the outcome of the administrative student conduct process.

1. Appeals of decisions made within the administrative student conduct process for individual students are made to the assistant dean of students.
2. Appeals must be made in writing to the assistant dean of students within five business days after the notification of any administrative student conduct process decision. A notice of appeal will contain the student's name and contact information, the date of the decision or action, the reason for appeal, and the name of the student's personal advocate, if any.
3. Grounds for appeal may be based on such things as:
  - a. New information,
  - b. Contradictory information, and/or
  - c. Information that indicates the student in violation was not afforded due process ([SBHE 514](#)).
4. The reason and rationale for an appeal should be clearly stated within the appeal. The appeal should indicate the desired outcome of the appeal.
5. An appeal will be reviewed by the assistant dean of students or designee. The assistant dean of students or designee may consider the appeal, police reports, transcripts, the outcome of any civil or criminal proceedings directly related to the appeal, and information presented during the administrative student conduct process in their review of the appeal. The assistant dean of students or designee will make all decisions regarding the appeal.

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6. After reviewing the appeal, the assistant dean of students or designee will determine if a valid ground(s) for an appeal has been presented. If the assistant dean of students or designee determines the ground(s) presented are not valid, the appeal will be dismissed and the previously made decision is final. Providing information that was available and not provided during the administrative student conduct process is not considered new or contradictory information.
7. If it is determined that the ground(s) for appeal is valid, the assistant dean of students or designee may:
  - a. Modify the decision. The assistant dean of students or designee may overturn all or some of the decisions regarding violations of the *Code* and/or modify or vacate any sanction;
  - b. Order a new hearing. The assistant dean of students or designee may void all or some of the determinations and call for a new student conduct hearing. The assistant dean of students or designee may provide specific instructions to those participating in the student conduct hearing regarding the rights of a student, the hearing process and/or information that is or is not relevant to the hearing; or
  - c. Uphold the decision.
8. The assistant dean of students or designee has ten business days from the receipt date of the appeal in which to issue a written determination on the appeal. Such written determination will be forwarded to the accused student and the SCA.
9. The action of the assistant dean of students or designee is final.
10. In extraordinary circumstances when previously unknown information relative to the decision is made available the assistant dean of students or designee may choose to review a decision after the end of the appeal process. The assistant dean of students or designee will have the sole authority to determine what does and what does not constitute an extraordinary circumstance.

## 5: Student Conduct Suspension Process

Students involved in alleged misconduct that may result in a suspension from the University will be referred to the student conduct suspension process, herein referred to as a suspension process.

Alleged misconduct that may result in a suspension includes, but is not limited to, behavior that poses a threat of danger and/or injury to self or others, destruction of property, physical assault, sexual misconduct, possession or involvement in the sale or manufacture of drugs and/or weapons, false emergency reporting, repeat violations of the *Code*, non-compliance with sanctions imposed through the Administrative Student Conduct Process, bias-motivated offenses, interfering, and/or disrupting University activities and/or educational processes.

[Emergency suspension and conditions](#) may be considered if the alleged misconduct indicates that the student's behavior poses a significant threat of danger and/or injury to self or others, a threat of disruption of the educational process for others, or a threat of destruction of property.

The suspension process details the process taken by the University after receiving notification of a possible violation of the *Code* that may result in a suspension. The process includes:

1. Rights and responsibilities meeting,
2. Investigation,
3. Pre-hearing conference,
4. Suspension hearing, and
5. Appeal process.

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A complaint that is referred to the suspension process does not have to result in a suspension hearing. At the conclusion of the investigation stage of the process the hearing officer will determine the process by which the complaint will be resolved. The complaint may be resolved by referring the complaint to the suspension process, the administrative student conduct process, or by closing the complaint.

If during the suspension process it becomes clear that the information does not indicate a violation of the *Code* occurred, or that suspension is not warranted, the complaint may be referred to a different process outlined in the *Code*. This may include, but is not limited to, closing the complaint or referring the accused student to the [administrative student conduct process](#).

If the suspension process does result in a suspension hearing, the hearing will be closed to the public.

## **A: Rights and Responsibilities Meeting**

Upon receiving information indicating a possible violation of the *Code* that may result in suspension, the University will consider the information a complaint and initiate a student conduct suspension process.

A university employee or agent trained in the student conduct suspension process will provide the following to the accused student:

1. [Student rights](#) in a student conduct process.
2. The suspension process.
3. The [retaliation prohibited statement](#).
4. The nature of the complaint.
5. Campus and community resources available to the student.
6. [Interim measures](#) that may be imposed on the student.

## **B: Investigation**

An SCA or designee will conduct an investigation of an alleged violation of the *Code*.

The investigator will gather information from members of the University community who were involved in the alleged violation of the *Code* or who may have witnessed or have knowledge of the alleged violation of the *Code*. In some instances the investigator may gather information from individuals outside of the University community.

After completing the investigation the investigator will create an investigation summary. The investigation summary will include the following:

1. The complaint.
2. A summary of the investigation and information gathered.
3. Summaries of any interviews.
4. Any additional information or documents obtained by the investigator.

## **C: Pre-Hearing Conference**

The investigation summary will be provided to the accused student at the completion of the investigation.

Upon receipt of the investigation summary the accused student has three business days to respond to the hearing officer regarding the investigation summary, and may do so in the following ways:

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1. Indicate that they believe that the investigation is complete and/or provide a written supplement. An accused student indicating that the investigation is complete does not mean that the accused student agrees with all of the information provided in the investigation summary.
2. Request a supplemental investigation. If an accused student requests further investigation be done, the accused student should also indicate what ought to be done and why it ought to be done.
3. Decline to respond to the investigation summary. An accused student declining to respond to an investigation summary does not indicate that they do or do not believe that the investigation is complete.

If a supplemental investigation is requested, the hearing officer will have the sole authority to determine if the requested supplemental investigation is or is not needed. The hearing officer will notify the accused student of the decision to further investigate the complaint within three business days of receiving the request.

If the hearing officer determines a supplemental investigation is needed, the hearing officer or the hearing officer's designee will conduct the supplemental investigation. Additional information gathered during a supplemental investigation will be provided to the accused student.

If the accused student indicates that the investigation is complete, declines to respond to the investigation summary, or the hearing officer determines that a supplemental investigation is not needed the complaint will continue with the [pre-hearing conference](#).

Upon the completion of the investigation the hearing officer may:

1. Refer the accused student to the [administrative student conduct process](#),
2. Refer the accused student to a [suspension hearing](#), or
3. Close the complaint.

If the hearing officer refers the accused student to a suspension hearing the hearing officer will write a recommendation. The recommendation will include the following:

1. The alleged violation(s) of the *Code* and the rationale for why the hearing officer has determined that the student should be found ~~responsible in violation of the Code for the violation(s)~~ and
2. The recommended sanctions and rationale for the determination which may include, but is not limited to, the nature of specific violation of the *Code*, previous violations of the *Code*, and the status of previous sanctions, if any.

The hearing officer will provide their recommendation to the accused student. The accused student has three business days to respond to the hearing officer's recommendation. The accused student has the following options:

1. Accept the hearing officer's recommendation. If the accused student accepts a hearing officer's recommendation, the student does not forfeit the right to an appeal and the sanctions go into effect upon the student's acceptance.
2. Accept portions of the hearing officer's recommendation. If the accused student only accepts a portion of the hearing officer's recommendation, a suspension hearing will be held.
3. Offer an alternative recommendation. If the accused student offers an alternative recommendation, the hearing officer and student may come to a mutually agreed upon decision. If a mutually agreed upon decision cannot be reached, a suspension hearing will be held.
4. Not accept the hearing officer's recommendation. If a student does not accept, or does not respond to the hearing officer's recommendation, a suspension hearing will be held.

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## D: Suspension Hearing

The accused student will be notified of a suspension hearing at least seven calendar days prior to the scheduled hearing date. Included in the notification will be a request for the accused student to provide the student relations committee advisor (SRC advisor), within three business days of receipt, the following:

1. The identity of the student's personal advocate, if any, and whether or not the personal advocate is a licensed attorney, and
2. A list of witnesses to be called on behalf of the accused student and copies of any documents or other materials to be presented by the accused student at the hearing.

Additionally, the notification will include an overview of a suspension hearing, the [purpose of the hearing](#), and the names of any witnesses being called by the hearing officer during the hearing. In most circumstances the hearing officer will not call any witnesses during the hearing. If portions of the hearing officer recommendation are accepted by the accused student prior to the hearing and after the accused student has been notified of the suspension hearing the hearing officer will provide revised information regarding the purpose of the hearing to the accused student and the SRC advisor.

The SRC Advisor and hearing chair may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witnesses during the hearing, and in whatever manner, as determined to be appropriate in the judgment of the SRC Advisor and hearing chair.

Formal rules of process, procedure, and/or technical rules of evidence, such as those that are applied in criminal or civil court, are not used in the *Code* proceedings. All procedure questions are subject to the final decision of the hearing chair.

### Composition of the Hearing Panel

Suspension hearing panels are comprised of members chosen from the Student Relations Committee (SRC). [One of whom will serve as hearing chair. Student members of the SRC are not eligible to serve as a hearing chair.](#) The SRC is the highest student conduct body and SRC members are appointed by the VPSAD. The SRC consists of faculty, staff, and students. All members of the SRC are trained in conducting hearings as it relates to possible violations of the *Code*.

[The standard composition of a hearing panel for a suspension hearing is three members, one of whom will serve as hearing chair and one of whom will be a student. Student members of the SRC are not eligible to serve as hearing chair on a suspension hearing panel.](#)

[When the standard composition of members is not available \(e.g., summer session, university breaks, incomplete training, or other exceptional circumstances\), the hearing panel size and composition is determined by the VPSAD or designee.](#)

[If a hearing panel does not consist of the standard composition, the accused student will be notified of the composition of the hearing panel and the reason for an adjustment.](#)

### Purpose of the Hearing

The purpose of a suspension hearing is to determine if the hearing officer's recommendation will be enacted, modified, or rejected. The hearing will not review any portions of the hearing officer's recommendation that have been agreed upon by the accused student and the hearing officer.

### Preliminary Hearing

Suspension hearings are attended by the hearing panel, SRC advisor, hearing officer, and the accused student. The accused student may also have their process advisor and personal advocate, if any, in

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attendance. The University may have additional people in attendance for safety and logistical considerations and/or for training purposes.

Prior to the [presentation of information](#), the hearing chair will indicate that the hearing is being recorded and that the recording is the property of the University and will serve as the sole verbatim record of the hearing.

The accused student and hearing officer may challenge members of the hearing panel for bias. [The hearing chair has the responsibility to determine if a member of the panel should be removed for bias upon receiving a challenge. Bias is defined as by the inability of the panel member to be fair and impartial.](#)

The hearing chair will review the hearing officer's recommendation and indicate which portion of the recommendation is up for review during the hearing. If the accused student has not accepted responsibility for the alleged violations of the *Code*, the recommended sanctions and rationale will not be shared with the hearing panel until the student has either been found in violation or accepted responsibility for violating the *Code*.

The accused student may accept any portion of the hearing officer's recommendation that they have not previously accepted or indicate that they no longer accepts portions of the hearing officer's recommendation that had previously been accepted.

If all portions of the hearing officer's recommendation are not agreed to, the hearing will continue with reviewing all portions of the hearing officer's recommendation that have not been accepted.

## **Presentation of Information**

During a suspension hearing, the accused student and hearing officer may present relevant information to the hearing panel. This includes the opportunity to make an opening statement, call and question witnesses, and make a closing statement. Additionally, the hearing panel may call and question witnesses.

Every witness may be questioned, for the purpose of clarification, by the accused student, hearing officer, and hearing panel. If the accused student chooses to provide information during the hearing, the accused student may be questioned by the hearing officer and hearing panel.

The University will make available the investigator as a witness. The accused student, hearing officer, and hearing panel may call the investigator as a witness. Questions directed to the investigator are limited to information gathered and decisions made during the investigation.

## **Hearing Panel Decision**

At the conclusion of the presentation of information portion of the hearing, the hearing panel will move into deliberations. Only members of the hearing panel will be present during deliberations. The deliberations will not be recorded. The hearing panel will have up to five business days following the conclusion of the presentation of information to reach a decision. Hearing panel decisions are based on a majority vote of the hearing panel members. During deliberations the hearing panel may seek clarification from the accused student and/or hearing officer. If the hearing panel seeks clarification the accused student and hearing officer will both have the opportunity to be present.

During deliberation the hearing panel will review the portions of the hearing officer's recommendation that have not been agreed upon.

In reviewing alleged policy violations, the hearing panel may:

1. Confirm the hearing officer's recommendations with regard to violations.
2. Confirm some, but not all, of the hearing officer's recommendations with regard to violations.
3. Reject all of the hearing officer's recommendations with regard to violations.

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After a student has accepted the hearing officer's recommendations or has been found in violation of the *Code*, the hearing panel will determine sanctions. The accused student and hearing officer will have an opportunity to recommend sanctions and provide information to the hearing panel to consider when determining sanctions. Information that may be shared with the hearing panel includes, but is not limited to, character and impact witnesses and/or statements, whether the accused student has previously been found ~~responsible for violations~~in violation of the *Code*, and sanctions imposed due to previous violations of the *Code*.

In determining sanctions, the hearing panel may:

1. Confirm the recommended sanctions made by the hearing officer.
2. Confirm the recommended sanctions made by the accused student.
3. Modify the recommended sanctions made by the hearing officer and/or accused student or determine an alternative sanction.

The hearing panel will record its decision. The hearing panel, SRC advisor, accused student, and hearing officer may be present while the decision is recorded. The hearing panel's decision will include any portions of the hearing officer's recommendation that were accepted by the accused student and the decision made by the hearing panel regarding the unaccepted portion of the hearing officer's recommendation.

Suspension and/or other sanctions placed by the hearing panel are effective immediately following the notification of the student, unless otherwise noted by the hearing panel. This may initially be done verbally. The official notification of the hearing panel's decision is a suspension hearing decision letter. A suspension hearing decision letter will outline the decision regarding the alleged policy violations and the rationale used for making the decision and, if applicable, any sanctions imposed as a result of the violations and the rationale for the sanctions.

## **E: Appeal Process**

The accused student has the right to appeal the outcome of a suspension hearing or an agreed upon recommendation.

1. Appeals of decisions made within the suspension process are made to the VPSAD.
2. Appeals must be made in writing to the VPSAD within one year after the notification of any suspension hearing or agreed upon recommendation decision. An appeal should contain the student's name and contact information, the date of the decision or action, the reason for appeal, and the name of the student's personal advocate, if any.
3. Grounds for appeal may be based on such things as:
  - a. New information,
  - b. Contradictory information, and/or
  - c. Information that indicates the student in violation was not afforded due process ([SBHE 514](#)).
4. The reason and rationale for an appeal should be clearly stated within the appeal. The appeal should indicate the desired outcome of the appeal.
5. An appeal will be reviewed by the VPSAD or designee. The VPSAD or designee may consider the appeal, police reports, transcripts, the outcome of any civil or criminal proceedings directly related to the appeal, and information presented during the suspension process in review of the appeal. The VPSAD or designee will make all decisions regarding the appeal.



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6. After reviewing the appeal, the VPSAD or designee will determine if a valid ground(s) for an appeal has been presented. If the VPSAD or designee determines the ground(s) are not valid the appeal will be dismissed and the previously made decision is final. Providing information that was available and not provided during the student conduct suspension process is not considered new or contradictory information.
7. If it is determined that the ground(s) for appeal is valid, the VPSAD or designee may:
  - a. Modify the decision. The VPSAD or designee may overturn all or some of the decisions regarding violations of the *Code* and/or modify or vacate any sanction.
  - b. Order a new hearing. The VPSAD or designee may void all or some of the decisions and call for a new student conduct hearing on all or some of the issues originally considered. The VPSAD or designee may provide specific instructions to those participating in the student conduct hearing regarding the rights of a student, the hearing process, and/or information that is or is not relevant to the hearing.
  - c. Uphold the decision.
8. The VPSAD or designee has 21 business days from the receipt date of the appeal in which to issue a written determination on the appeal. Such written determination will be forwarded to the accused student, the assistant dean of students, the hearing chair, and the SRC advisor.
9. The action of the VPSAD or designee is final.
10. In extraordinary circumstances when previously unknown information relative to the decision is made available the VPSAD or designee may choose to review a decision after the end of the appeal process. The VPSAD or designee will have the sole authority to determine what does and what does not constitute an extraordinary circumstance.
11. If the appeal results in a reversal of the decision or lessening of the sanction(s), the institution may reimburse the student for any tuition and fees paid to the institution for the period of suspension which had not been previously refunded ([SBHE Policy 514](#)).

### F: Sexual Misconduct Suspension Process

In instances of sexual misconduct the complainant student has the same rights and opportunities for participation and attendance as the accused student ([SBHE Policy 514](#)).

To be eligible to serve in a sexual misconduct suspension process, process advisors, investigators, hearing officers, and suspension hearing panel members must fulfill all required training expectations for participating in a sexual misconduct student conduct process, as defined by the University.

The sexual misconduct suspension process follows the same guidelines as the [suspension process](#) with the addition of the following:

#### Pre-Hearing Conference

1. If the hearing officer refers the accused student to a [suspension hearing](#) and the complainant student, accused student, and hearing officer do not all agree to the hearing officer's recommendation, a suspension hearing will be scheduled.
2. The complainant student and accused student do not have the option of offering an alternative recommendation during the [pre-hearing conference](#). The complainant student and accused student may make alternative recommendations during the suspension hearing. All recommendations need to be accepted by the complainant student, accused student, and hearing officer in order to be accepted.

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## Suspension Hearing

1. Accommodations may be made to a [suspension hearing](#) in order to address personal safety, well-being, and/or fears of confrontation of the complainant student, accused student, and/or witnesses during the hearing, in whatever manner and as determined by the SRC advisor.
2. The complainant student and accused student are not permitted to address one another. The complainant student and accused student must direct questions through the hearing chair.

## Appeal Process

1. The complainant student and accused student each have the right to an appeal within one year of receiving the decision from a suspension hearing or agreed upon recommendation ([SBHE Policy 514](#)).
2. The complainant student and accused student both have the opportunity to respond to an appeal made by the other student.
  - a. If the VPSAD receives an appeal from either the complainant student or accused student, the VPSAD or designee will notify the non-appealing student of the appeal and provide a copy of the appeal within five business days.
  - b. Upon receiving notification of an appeal the non-appealing student has five business days to provide the VPSAD or designee a written appeal response. If the student chooses to provide an appeal response, the response should indicate if the request within the appeal should or should not be granted.
  - c. Providing a response to an appeal is not an appeal.
3. The VPSAD or designee has 21 business days from the receipt of an appeal response to issue a written determination. If the VPSAD or designee does not receive an appeal response, the VPSAD or designee has 21 business days from the last date that an appeal response may have been submitted to issue a written determination outlining their decision.
4. If the VPSAD or designee chooses to modify the decision, they may impose, modify, or vacate any sanction, including suspension.

## 6: Emergency Suspension and/or Conditions Process

The University is committed to providing an optimal educational environment for all of its students. Any person who has information that indicates the continued presence of a student on the University campus poses a substantial threat should provide the information to the associate dean of students. The associate dean of students or designee will convene the [Behavioral Intervention Team](#) (BIT) to review information that indicates:

1. A student's behavior poses a significant threat of danger and/or injury to self or others,
2. A student's behavior poses a threat of disruption to the educational process for others, and/or
3. A student's behavior poses a threat of destruction of property.

Upon review, the BIT will provide a recommendation to the associate dean of students or designee. The BIT has the authority to recommend an emergency suspension and/or other conditions. The associate dean of students or designee has the authority to impose an emergency suspension and/or other conditions.

An emergency suspension is the immediate suspension, pending action on charges, of a student's right to be present on campus and/or to attend classes (including on-campus, on-site, practicum, or on-line environments). Unless otherwise noted, the student will be able to communicate with members of the University community at a distance during the emergency suspension period.

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Other conditions that may be imposed include, but are not limited to:

1. Restricting a student from physically being on campus or specific campus locations. If permitted, a student may request from their faculty member(s) consideration in adjustments of course timelines or methods of teaching or testing. Faculty member(s) are under no obligation to agree to such requested accommodations,
2. Other actions itemized in the [Restrictions or Educational Activities Sanctions](#) and/or [Interim Measures](#) portions of the *Code*, and/or
3. Requiring further evaluation of the student through appropriate experts. In such a case, the associate dean of students or designee may postpone a final decision until after further evaluation results are received.

Emergency suspension and/or other conditions are effective immediately following the notification of the student. The associate dean of students or designee may initially notify the student verbally of an emergency suspension and/or other conditions. The associate dean of students or designee will notify the student in writing within three business days.

Emergency suspension and/or other conditions remain in effect until the conclusion of the student conduct process or until lifted by the associate dean of students or designee.

A student may request, in writing to the associate dean of students, a review of an emergency suspension and/or other conditions that have been imposed. After receiving such a request, the associate dean of students or designee will meet with the student within five business days. At this time, the student may present and/or provide additional information for consideration by the associate dean of students or designee. The student may have a personal advocate during the emergency suspension review process. A process advisor will be assigned to the student upon the student requesting a review of the emergency suspension and/or conditions or upon the initiating of a student conduct process, whichever initiates first.

Upon review of the information, the associate dean of students or designee will determine if the emergency suspension and/or other conditions should remain in effect until the matter is resolved. The student will be notified in writing of the review decision within three business days. The associate dean of students or designee may notify the student of the decision verbally prior to the student receiving the written notification.

## 7: Informal Resolution Processes

### A: Informal Resolution ~~Non-Conduct Resolution~~ Process

Non-conduct resolution is an alternative method of resolving disputes and conflicts outside of other student conduct processes. It is a voluntary process requiring the participation of an SCA who operates from an impartial basis and whose primary role is to facilitate an agreement. Non-conduct resolution will typically only be used in complaints between students in which the accused student and complainant student indicate a desire for the non-conduct resolution process be utilized. It may also be used in instances where students file complaints against one another for the same incident. Involved parties within the non-conduct resolution process are the accused student, the complainant student, and any other individual identified by the SCA as an involved party.

When a non-conduct resolution is suggested, the assistant dean of students or designee will determine if that process is appropriate and will coordinate necessary arrangements. An SCA will facilitate a conversation, directly and/or indirectly, between the involved parties regarding the complaint and the desired resolution. The SCA will present a non-conduct resolution agreement to the accused student and complainant student separately. If all agree to the resolution, the SCA will provide the accused student and complainant student with the final non-conduct resolution in writing within five business days. The accused student and

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complainant student have five business days to request a review of the non-conduct resolution. If a review is requested, the previously shared resolution is considered not agreed upon and the non-conduct resolution process continues as such.

No finding of policy violation will be made in the non-conduct resolution process. A non-conduct resolution is a finalized agreement and considered the end of a complaint. The non-conduct resolution may be revisited and modified if the accused student or complainant student request the agreement be reviewed due to changes in circumstances regarding the implementation of the agreed upon resolution.

If the SCA determines that a non-conduct resolution cannot be agreed upon, the SCA will refer the complaint to the student conduct process for review. No information learned from the non-conduct resolution process will be used in any further process; however, if a student fails to comply with the agreed upon resolution, they may be subject to the student conduct process due to failure to comply with the non-conduct resolution agreement.

## **A-B: Endangerment**

In the event that the University receives information indicating that a student may be a danger to themselves or others the University reserves the right to refer the student for a personal or behavioral evaluation. The referral may be made prior to or in lieu of a student conduct process.

A student may be referred to a personal evaluation if the information indicates that they are or may be a risk to themselves. Personal evaluations may be completed at the University Counseling Center or elsewhere with a licensed mental health care provider of the student's choice.

A student may be referred to a behavioral evaluation if the information indicates that they are or may be a risk to themselves and/or others. Behavioral evaluations are not available at the University Counseling Center, so they must be completed elsewhere with a licensed mental health care provider of the student's choice.

Evaluations are considered complete once the provider has informed the referring office that the student has met all of the provider's recommendations. Failure to complete a referral in a timely manner may result in a [student conduct process](#) and/or the student being prohibited from registering. If a student has already pre-registered and fails to complete the referral in a timely manner, the student's classes may be canceled.

~~The student is responsible for all costs incurred in the completion of an evaluation. The referral may be made prior to or in lieu of a student conduct process.~~

A student may elect to proceed to a [student conduct process](#) instead of completing a personal or behavioral evaluation. The student may receive a similar referral as a sanction through the student conduct process if the student is found in violation of the *Code*.

## **8: Interim Measures**

An SCA may enact interim measures during a student conduct process in the best interest of the academic experience and well-being of members of the University community. Interim measures may be placed during the investigative phase of the student conduct process. Interim measures may also be placed during a period of time where an individual is deciding whether or not to file a formal complaint. This period is typically less than 30 days. Interim measures may also stay in place after a formal complaint has been filed and prior to the start of the investigative phase if there is a delay. All interim measures will be removed upon the completion of the student conduct process.

**Commented [AP6]:** Suggested revision per conversation with AP and Nancy Yon.

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Interim measures include, but are not limited to:

1. Alter an academic schedule and/or coordinate arrangements with instructors to assist in offsetting potential academic problems;
2. [No Contact Directive](#);
3. Restriction(s) on access to all or to specified campus facilities, buildings, or other locations; services; or events;
4. [University housing transfer, restricted access within university housing, restricted access to dining services, and removal and/or ban from university housing and/or dining services for a specified period of time.](#)
4. ~~Residence hall transfer, residence hall floor transfer, restricted access within the residence halls, restricted access to dining services, and removal and/or ban from the residence halls and/or dining services for a specified period of time;~~
5. Restriction(s) on driving on or parking in University-controlled streets, roads, and parking lots; and/or
6. [Emergency Suspension](#).

[The University may also offer supportive measures to those involved in the student conduct process or who have brought information forward regarding a possible complaint.](#)

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## 9: Sanctions

If a student is found in violation of the *Code* the student is subject to any, and all, sanctions imposed through the student conduct process.

### A: Status Sanctions

1. **Written Reprimand.** Written reprimand refers to official censure of a student's conduct in violation of a regulation of the University community. A written reprimand indicates no ongoing status change for the student.
2. **Warning Probation.** Warning probation indicates that further violations of the *Code* may result in more severe disciplinary action. Warning probation is imposed in conjunction with other sanctions for the period of time that other sanctions are pending. Upon completion of all pending sanctions or one calendar year, whichever comes first, the student is automatically removed from warning probation.
3. **Conduct Probation.** Conduct probation indicates that further violations of the *Code* may result in suspension. Conduct probation is imposed for a period of not more than one year and the student is removed from conduct probation automatically when the imposed period expires.

### B: Restrictions or Educational Activities Sanctions

The SCA or hearing panel may impose additional sanctions. Such sanctions may include, but are not limited, to:

1. **No Contact Directive.** A directive to refrain from any intentional contact, direct, or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, telephone, or through third parties. Failure to adhere to a no contact directive may result in further disciplinary action.
2. Suspension of or restriction(s) on access to all or to specified campus facilities, buildings, or other locations; services; or events.

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3. University housing transfer, restricted access within university housing, restricted access to dining services, and removal and/or ban from university housing and/or dining services for a specified period of time.
4. Restitution for cleaning, replacing, or restoring a specific area or thing when loss or damage was a result of the student's disciplinary violation.
5. Referral for an assessment to a mental health provider.
6. Mandated participation in one or more campus or community activities, lectures, service, and/or workshops.

In student conduct processes involving student organizations, the SCA or hearing panel may impose sanctions that include but are not limited to:

1. Restrictions on activities involving the recruitment of new members.
2. Suspension of or restriction(s) on access to all or to specified campus facilities, buildings, or other locations, services, or events.
3. Restitution for cleaning, replacing, or restoring a specific area or thing when loss or damage was a result of the organization's disciplinary violation.
4. Mandated participation in special activities or campus events.
5. Restrictions on, or suspension of, requesting funds from the Student Organization Funding Agency.
6. Restrictions on, or suspension of, practices related to the solicitation of funds on campus for the support of organized activities.

### C: Suspension

Suspension is a withdrawal of enrollment privileges and a ban from campus owned, leased, or controlled property and university events and activities. Student organizations that are suspended from the University will have their recognition as a student organization revoked.

Suspension may be imposed as the result of the [student conduct suspension process](#). Suspension may be imposed in conjunction with other sanctions.

Suspension will generally be for at least the remainder of the semester in which the sanction is imposed and result in the cancellation of registration of the student. Suspension may be imposed for a specific period, up to five years, an indefinite amount of time, or permanently. If an indefinite suspension is imposed, it will be in place for a minimum of five years. A permanent suspension is referred to as an expulsion. Conditions to be met prior to reinstatement may be included with a fixed-term or indefinite suspension.

An emergency suspension may be imposed through the [emergency suspension and conditions](#) process.

### D: Enhanced Sanctions for Bias-Motivated Violations

A student found in violation of the *Code* may receive more severe or enhanced sanctions up to, and including, suspension if the violation is determined to be motivated by bias.

Bias means behavior motivated by actual or perceived race, color, genetic information, national origin, religion, sexual orientation, gender identity, sex, age, creed, marital status, veteran's status, political belief or affiliation, or physical, mental, or medical disability of another person or group.

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## 10: Compliance with Sanctions

### A: Student Compliance with Sanctions

A student in violation is responsible for completing the sanctions imposed through the student conduct process within the timeframe stated in the decision letter. If a student does not complete the sanctions or violates the sanctions as prescribed, the student will be prohibited from registering.

If a student has already pre-registered and the sanction has not been completed, the student's registration may be canceled.

### B: Student Organization Compliance with Sanctions

Student organizations that do not complete the sanctions or violate the sanctions as prescribed will no longer be considered in good standing and will not be entitled to the rights or privileges of student organizations.

### C: Reinstatement Following a Suspension

Reinstatement for students following a suspension involves the following procedure:

1. The suspended student applies in writing to the assistant dean of students for reinstatement,
2. The assistant dean of students or designee reviews the record and ensures that the conditions (if any) for reinstatement have been satisfied and that the terms of the suspension have not been violated, and
3. If the student has met the conditions for reinstatement and not violated the terms of the suspension the student is reinstated. The student must still complete the readmission process through the University.

Reinstatement for student organizations following a suspension involves the following procedure:

1. The suspended student organization applies to the assistant dean of students for reinstatement,
2. The VPSAD or designee reviews the record and ensures the conditions for reinstatement have been satisfied.

### D: Reinstatement Following an Indefinite Suspension

1. The suspended student or student organization completes [Reinstatement Following a Suspension](#) process, and
2. The VPSAD reviews the suspended student's request for reinstatement. The VPSAD may consider information such as the request from the suspended student, information provided during the student conduct suspension process, and the outcomes of any civil or criminal proceedings involving the suspended student in determining whether to reinstate a suspended student with an indefinite suspension.
3. A suspended student may only request to be reinstated from an indefinite suspension once per semester.

## 11: Disciplinary Records

Disciplinary records are separate from the student's academic record. Disciplinary records are considered a part of the student's educational record. A student's disciplinary record is confidential and may not be disclosed in whole or in part except as allowed in the [Educational Records](#) section of the *Code*, upon written request of the student, or in response to a court order.

1. An individual student's disciplinary record consists of:
  - a. A copy of the notification letter sent to the accused student;
  - b. All documents, information, and materials admitted in the hearing or provided to the student during the student conduct process;

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- c. If applicable, the audio recording of the hearing, which is the sole official verbatim record of the hearing and is the property of the University of North Dakota; and
  - d. A copy of the decision, if applicable.
2. The result of a hearing involving a student organization is not subject to FERPA. The records of student members of student organizations are subject to FERPA. The charges, findings, and sanctions for the student organization will be considered public information. Personally identifiable information will be redacted or omitted from any disclosure document.
  3. The office of record for disciplinary records is the Office of Student Rights and Responsibilities. Records are kept according to the general records retention schedule. Records are considered active until the matter is resolved. After the matter is resolved the records are retained in accordance with the general records retention schedule, currently six years following the current academic year.
  4. Students who wish to review their disciplinary or hearing records may contact the Office of Student Rights and Responsibilities to schedule an appointment to conduct a review of these records.

Students who wish to challenge specific data or information in an educational record or who wish to amend their records should refer to the [Educational Records](#) section of the *Code*.



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## IV: The Use of University Facilities

It is the policy of the University to support recognized student organizations, the University community, and other individuals or groups in their presentation of events which further the missions of the University, provide opportunities for social growth and cultural understanding, and serve the recreational needs of the campus community.

The University permits the orderly use of its facilities by recognized student organizations, University-related groups, and, in some instances, non-University-related organizations to further its educational mission. For information related to access to University property refer to the [Access to and Security of Campus Facilities policy](#).

“Facility” is defined as any University classroom, auditorium, residence hall, other building, or outdoor area. University-related activities are given precedence over the use of facilities by outside groups. For information related to what constitutes University property, contact the office of Facilities.

### 1: [Events, Demonstrations, Fixed Exhibits and Short-Term Rentals](#)

The University reviews proposed events, demonstrations, fixed exhibits, and short-term rentals to ensure that they do not represent an unreasonable risk to participants, other members of the campus community, or University property. The review is view-point and content neutral. For information regarding the review of events, demonstrations, fixed exhibits and short-term rentals and guidance regarding what events needs to go through the review process refer to the [Events, Demonstrations, Fixed Exhibits and Short-Term Rentals policy](#).

### 2: Solicitation Policy

1. Solicitation is to include the sale or offer for sale of any property or service and/or receipt of or request for any gift or contribution.
2. No solicitation may be conducted in any building or structure on the campus of the University except by the agents or employees of the University acting in the course and scope of their agency or employment, or by recognized student organizations or renters of space within the Memorial Union. Solicitors’ actions must be in accordance with this section and University policy.
  - a. In the case of the Memorial Union, the executive director of the Memorial Union or designee may permit on- or off-campus persons, groups or organizations to reserve, lease, and/or use portions of the building for the purpose of selling products and/or services to the campus community.
  - b. In the case of requested solicitation outside of the Memorial Union, please refer to the [Events, Demonstrations, Fixed Exhibits and Short-Term Rentals](#) process.
3. Solicitation must be conducted in a way that:
  - a. Is in keeping with the educational mission of the University and complies with other policies and procedures contained in the *Code*.
  - b. Will not disturb or interfere with the regular academic or institutional programs or other programs being conducted on the campus.
  - c. Will not interfere with the free and unimpeded flow of pedestrian or vehicular traffic on sidewalks, streets, or within buildings.
  - d. Will not impede entrance to or egress from campus buildings, or into, from, or through common areas of campus buildings.
  - e. Will not harass, embarrass, or intimidate the person or persons being solicited.

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- f. Will create no conflict with contractual obligations of the University.
  - g. When in the Memorial Union, the sale or distribution of food items will comply with Memorial Union guidelines.
  - h. Off-campus persons, groups, or organizations not affiliated with the University must be properly licensed to sell the products and/or services being offered.
  - i. Conforms to all applicable state and federal laws and city ordinances, including those related to charitable gaming (raffles, etc.) when applicable.
- 4. Recognized student organizations may collect membership fees or dues or conduct other solicitation defined in this section at activities of such organizations scheduled in accordance with the facilities-use regulations outlined in this section.
  - 5. Admission fees may be collected for an exhibition, movie, or other program that is sponsored by the University, a recognized faculty group, or a recognized student organization and that is scheduled in accordance with the facilities-use regulations in this section.
  - 6. Regulations for sales:
    - a. All activities involving University funds or services are subject to University and state audit and may be subject to city and/or state sales tax.
    - b. Cash boxes may be checked out ~~form~~ from the Student Involvement Center.

### 3: Donated Goods Policy

Donated goods such as T-shirts, pamphlets, and/or food, may be donated to the University or to University organizations as long as the following conditions are met:

- 1. The donating entities must be licensed by the city of Grand Forks or by the states of North Dakota or Minnesota.
- 2. There can be no out-of-pocket or in-kind charge to the University, organization, or consumers of the products.
- 3. All requests to donate goods to the University for use by recognized student organizations must abide by University policies.
- 4. Goods donated must be distributed on campus by University employees, representatives, and/or students but not by representatives of the donor.
- 5. No goods or funds may be donated to recognized student organizations by makers, dealers, or purveyors of alcoholic beverages.

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## V: Student Organizations

Involvement in co-curricular activities provides students the opportunity to engage in experiences that will enhance their personal and academic development; thus the University supports and encourages involvement in student organizations as part of their total educational experience.

Because the University so firmly believes in the educational benefits of co-curricular involvement, it provides facilities and professional staff expertise to support and enhance the experiences of the students involved in campus organizations. Students are encouraged to utilize staff members in achieving the mission and goals of their organizations.

The University provides support to each recognized student organization regardless of the nature of the organization's activity and/or ideology. Organizations are independent units which exist on the UND campus and are not considered agents of the University. However, organizations are advised that records related to certain activities carried on in furtherance of the University's educational mission may be subject to North Dakota's open records laws, especially where such activities constitute public business or a governmental function. Relevant factors may include whether the organization is supported entirely by public funds, and whether courses for which academic credit is awarded are being administered by the organization.

### 1: UND Student Government

UND Student Government is the representational body of the entire student population.

1. The structure and operation of Student Government is established in a written constitution which has been approved by a vote of the general student body and by the president of the University. Student Government does not fall into the category of a recognized student organization as defined in this document.
2. Student Government is held to the same procedural and operational standards as are other units of the University. Student Government has a responsibility to allocate student activity fees in a fair and impartial manner in such a way that the welfare and interests of all students are considered. Allocation of funds may not be used as a device of censorship or to suppress viewpoints or ideas.
3. The VPSAD designates an advisor to Student Government. The advisor is the supervisor for human resources and employment actions relating to all students appointed to and/or hired to fill paid positions within Student Government.

### 2: Association of Residence Halls (ARH)

ARH is the representational body for all students living in UND residence halls. Residents of each hall are represented directly by their Hall Government, which elects representatives to serve on various boards. The ARH Policy Board, on which each Hall Government selects a representative to serve, is ARH's overall governing council and makes recommendations on residence hall policies, approves Hall Government and ARH Board constitutions, and represents the interests of students living in UND residence halls. The Association of Residence Halls does not fall into the category of a recognized student organization as defined in this document.

### 3: Recognized Student Organizations

Recognized student organizations are those student groups that have completed the process for becoming a recognized student organization at UND, remain active, and comply with the forming guidelines and the responsibilities of recognized student organizations.

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## 4: Establishing a New Student Organization

### A: Forming a student organization (other than a fraternity or sorority):

1. The prospective student organization member(s) indicate their intent to form a student organization by completing the intent to organize form. The form must indicate the names of at least five current UND students who will be members as well as the name of the faculty or staff member who will serve as the organization's advisor.
2. Staff will:
  - a. Provide interested students forming guidelines,
  - b. Explain the recognition process, and
  - c. Assist the group in the recognition process.
3. The prospective student organization member(s) must submit a constitution for their proposed organization. The constitution must include:
  - a. An acknowledgement that all officers and voting members must be current UND students.
  - b. A reference that no academic credit will be available based on membership in the organization.
  - c. A non-discrimination statement must be included in each constitution that conforms to one of the following standards:
    - i. **Option 1. Inclusion of a Non-Discrimination Statement.**

Membership in [this organization] is without regard to race, color, genetic information, national origin, religion, sexual orientation, gender identity, sex, age, creed, marital status, veteran's status, political belief, or affiliation or physical, mental, or medical disability unrelated to the purpose of the organization. (Federal law through Title IX permits fraternities and sororities to remain as single sex organizations provided there is equal opportunity to join similar organizations.)
    - ii. **Option 2. Inclusion of a modified Non-Discrimination Statement.**

Generally, no student is to be excluded from membership or participation on the basis of race, color, genetic information, national origin, religious status or historic religious affiliation, sexual orientation, age, Marital status, veteran's status, or physical, mental or medical disability unrelated to the purpose of the organization, and except when exempt under Title IX, sex, gender, or gender identity. However, groups may select their members on the basis of commitment to a set of beliefs (e.g., religious or political beliefs) and may limit membership and participation in the organization. Such a group may perceive an incongruence between their key principles or beliefs and elements of the Non-Discrimination Statement.
    - iii. **Option 3. Petition for Exemption**

The prospective student organization member(s) may petition the consideration of their constitution for an exemption from including one or more populations listed in the Non-Discrimination Statement.

The student organization officer will hear the petition and respond to the group representative(s) whether one or more populations may be excluded from the Non-Discrimination Statement, which will otherwise appear in the prospective group's constitution. A decision will be rendered within 30 business days. Criteria for such a

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decision includes substantiation of the claim for redress as demonstrated in the organization's mission statement, statement of purpose, and/or founding documents, including the documents of any national affiliate to which the group may subscribe.

4. Upon approval of the newly formed organization's constitution, the group will become a UND recognized student organization.

## **B: Forming a fraternity or sorority**

Students wishing to establish a chapter of a national fraternity or sorority should consult the coordinator for fraternity and sorority life. In addition to becoming a recognized student organization, the prospective group must follow the procedures outlined by the Interfraternity or Panhellenic Council. The coordinator for fraternity and sorority life and the appropriate council may modify the procedures as needed.

## **5: Privileges of Student Organizations**

A recognized student organization may use:

1. The University's name in the title of the organization.
2. University facilities per departmental or building specific policies.
3. The University's trademarked/copyrighted logos and images with University approval.
4. An on-campus financial account.

## **6: Responsibilities of Recognized Student Organizations**

A recognized student organization has the responsibility to:

1. Register each fall semester by the established deadline.
2. Maintain an advisor who is a full-time faculty or staff member.
3. Notify the Student Involvement Center of any changes to the officer list and/or advisor within two weeks of any changes.
4. Maintain a current copy of their approved constitution in the Student Involvement Center.
5. Keep their on-campus financial account in good standing.
6. Abide by the UND Equal Opportunity Policy in the organization's activity.
7. Abide by the laws of the state of North Dakota, the policies and procedures of the SBHE, city ordinances of Grand Forks, and the policies and procedures, including those found in the *Code*. If the organization's property is the site of activity that is in violation of the *Code*, then the organization is subject to University sanctions.

If a student organization fails to comply with the requirements of a recognized student organization the student organization may:

1. Be designated as inactive.
2. Be dissolved if the student organization remains inactive for two consecutive years.

The University will notify the president and advisor of record of the recognized student organization of any status change for the student organization.

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## 7: Status of Recognized Student Organizations

1. Good Standing. A recognized student organization will be considered in good standing when it fulfills the [responsibilities of recognized student organizations](#).
2. Inactive. A recognized student organization will be designated inactive if it fails to comply with the [responsibilities of recognized student organizations](#).
3. Dissolved. If an organization fails to comply with the [responsibilities of recognized student organizations](#) for two consecutive years, it will be designated dissolved and no longer recognized by the University and no longer eligible to receive the [privileges of student organizations](#). Additionally:
  - a. Any existing funds in an on-campus account of a dissolved student organization will be transferred to a general student leadership account when the organization is dissolved.
  - b. Should a dissolved organization complete the recognition process within 12 months from the date of dissolution, funds that were in the on-campus account at the time of dissolution will be returned to the organization. Beyond twelve months the funds will not be returned.
  - c. Members of a dissolved student organization who wish to become a recognized group again must apply through the [establishing a new student organization](#) process.

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## VI: Student Records

Student records maintained by the University fall into three general categories: directory information, educational records, and treatment records. As custodian of student records in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, the University assumes the trust and obligation to ensure protection of student records which includes maintaining the confidentiality of student records. The University has developed policy guidelines for access to the student record with respect to the rights of eligible students and parents of dependent eligible students. All information contained in University records is considered confidential, except for directory information which may be released publicly in printed, electronic, or other form. The administrative procedures outlined in this section are to be complied to by University personnel who have or accumulate student records that are in a personally identifiable form. The term "student" in this section means an eligible student under FERPA (a student enrolled at UND). Students may review a copy of FERPA and the regulations at the following offices: University Registrar, Student Rights and Responsibilities, Vice President of Academic Affairs, Vice President for Student Affairs and Diversity, and Equal ~~Employment Opportunity~~ & Title IX/Affirmative Action.

### 1: Directory Information

1. Directory information is information concerning a student that may be released publicly. It includes the following: name (all names on record); address (all addresses on record); e-mail address (all electronic addresses on record); phone number (all phone numbers on record); height, weight, and photos of athletic team members; major field of study (all declared majors); minor field of study (all declared minors); class level; dates of attendance; enrollment status; names of previous institutions attended; participation in officially recognized activities and sports; honors/awards received; degrees earned (all degrees earned); date degree earned (dates of all degrees earned); and photographic, video, or electronic images of students taken and maintained by the institution.
2. Under FERPA, students have the right to request directory information not to be made public by notifying the Office of the Registrar. Students should be aware that information might be collected for use in publications in advance of printing. In order to effectively suppress release of directory information, students should restrict their information as early in the term as possible. To restrict release of all directory information, students must personally contact the Office of the Registrar.

The University receives many inquiries for directory information from a variety of sources including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, friends, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. Campuses have no responsibility to contact students for subsequent permission to release directory information after it is restricted. The University will honor student requests to withhold directory information until the student specifically and officially requests to lift these restrictions. To reverse existing directory restriction, students must personally contact the Office of the Registrar.

### 2: Educational Records

1. Educational records are those records, files, documents, and other materials which contain information directly related to a student and are maintained by the University or a party acting on behalf of the University. Educational records include more than academic records. Educational records, with the exception of those designated as [directory information](#), may not be released without the written consent of the student to any individual, agency, or organization other than the following:
  - a. School officials who have legitimate educational interests;
    - i. A school official is someone employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with

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whom the University has contracted (such as an attorney, auditor, or collection agent); a person or organization acting as an official agent of the University and performing a business function, or service on behalf of the institution; a person serving on the State Board of Higher Education; a student serving on an official or recognized committee, such as a disciplinary or grievance committee; or assisting another school official in performing their tasks.

- ii. A school official has a legitimate educational interest if the official needs to access the educational record in order to fulfill their responsibility on behalf of the University. This means performing a task that is specified in their position description or contract.
  - b. Officials of other institutions in which the student seeks or intends to enroll.
  - c. Authorized representatives of the comptroller general, the secretary of education, the administrative head of an educational agency, state education authorities, or the attorney general when investigating government sponsored or affiliated programs.
  - d. Officials responsible for acting in conjunction with the student's application for, or receipt of, financial aid.
  - e. Authorized individuals or organizations conducting studies for or on behalf of the University for the purpose of developing, validating, or administering predictive tests; for administering student aid programs; and for improving instruction. These studies must be conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of the University or such organizations. This information is to be destroyed when it is no longer needed for the purpose for which it was collected. Authorization for such activities will come from the appropriate vice president.
  - f. Accrediting organizations for purposes necessary to carry out their functions.
  - g. A complainant student of discriminatory or harassing behaviors or other act of violence or non-forcible sexual offense, of the results of any disciplinary proceeding regarding an alleged perpetrator of that act (see Department of Education, "[Dear Colleague Letter](#)," April 4, 2011, [20 USC § 1232g\(b\)\(6\)](#); and [34 CFR § 99.31\(a\)\(13\)](#)).
  - h. Persons in an emergency, if the knowledge of information, in fact, is necessary to protect the health or safety of the student or others.
  - i. Parental notification for alcohol or drug offenses by a student under the age of 21. University policy regarding parental notification is found in the [Annual Security Report](#).
  - j. In response to a lawfully issued court order or subpoena.
2. The disclosure of educational records to family members and in response to subpoenas will be carried out as follows:
    - a. University officials are expected to comply with lawfully issued judicial orders and subpoenas. A reasonable attempt will be made to notify a student of the University's intention to comply with court orders, unless directed otherwise by court order.
    - b. Spouses or other family members of students may receive student record information when a written consent form is submitted by the student.
    - c. Records of former students are confidential except for directory information. The University may release without written consent directory information on any student not currently enrolled unless that student has requested otherwise.



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- d. The records of deceased students may be released or disclosed at the request of a parent, personal representative, or other qualified representative of the student's estate, or pursuant to a court order or subpoena.
3. Upon written request, the University will provide student access to a student's own educational records with the exception of:
  - a. Financial aid records of the student's parents or guardian;
  - b. Confidential letters of recommendation when the student has signed a waiver of right-of-access, or letters of recommendation written prior to January 1, 1975, providing such letters are used only for the purpose for which they were specifically intended.
4. Students may waive their access to records.
  - a. A student may sign a waiver of right-of-access to confidential recommendations concerning admission, application for employment, and/or application for an honor or honorary recognition. In such cases the student, upon request, will be notified of the names of individuals making such confidential recommendations. These recommendations are to be used solely for the purpose for which they were intended.
  - b. In the event a student refuses to sign a waiver of access, such an act may not be considered as a condition for admission, receipt of financial aid or any other service or benefit from the University.
5. Since the University does not maintain a central repository for student records, inquiries for access to specific educational records should be made to the University office or agency responsible for a particular record. Requests for assistance in locating individual educational records may be directed to the Office of the Vice President of Student Affairs and Diversity.

Within a reasonable time period, University personnel must produce for inspection all records, with the exception of those previously noted, which pertain to that student. Access to records should occur as soon as reasonably practicable, but in no instance more than 45 days after the request. Students seeking access to their records are subject to the following procedure:

- a. Student must provide proper identification;
  - b. Students are free to examine the content of the record;
  - c. No materials are to be removed from the record; and
  - d. Designated staff or personnel should review and interpret the contents of the record with the student.
6. A student has the right to ask the University to amend the education record if the student believes the records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right of privacy. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. When a student has challenged specific data or information and has requested amendment of the record:
  - a. The designated department or staff member may agree to amend selected information; or,
  - b. In the event the designated department or staff member does not concur with the student's request to amend the information, the student should follow the procedures developed by the department and/or college in which the department is located.

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Note: In the event of a challenge to a grade, the student must first follow the [Academic Grievance](#) procedures defined in the *Code*.

- c. If after following the above procedures, resolution has not occurred (that is, the student still feels the record is inaccurate or misleading), the student may submit, in writing, a request for a hearing to the University Registrar.
  - d. Hearings will be conducted by a University official who does not have a direct interest in the outcome of the hearing. The student will be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge. The hearing officer will render a decision, in writing, noting the reasons and summarizing the evidence presented within a reasonable period of time after the challenge is filed.
  - e. Should the appeal be in favor of the student, the record will be amended accordingly. Should the request be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. When disclosed to an authorized party, the record will always include the student's statement and notice of the board's decision, as long as the student's record is maintained by the University.
7. For records to be released other than as outlined in the *Code*, there must be a written consent form completed by the student.
  8. If the student has previously signed a waiver releasing their records and wishes to revoke this waiver, the student must make a request in writing at the Registrar's Office to revoke the waiver.
  9. Each University office which releases student records must maintain permanently in the student's file a signed written form indicating the date of release for records (except when released to University personnel) and the legitimate educational or other interest that each person, University employee, agency, or organization had in seeking the information.
  10. Student record information can be transferred to a third party for an approved purpose only on the condition that the third party will not in turn release the record to another party. This third party limitation will be noted on all information released to the third party.
  11. Areas of the University maintaining educational records are required to have a copy of their records policy available to students.
  12. Disclosure of University of North Dakota graduation rates: The University of North Dakota graduation rate information is available online at: <https://und.edu/academics/registrar/graduation-rates.html>. A paper copy of this report is also available by calling the Office of the Registrar at 701.777.2711.

### 3: Treatment Records

1. A student's medical records are exempt from FERPA's definition of education records so long as they meet the definition of "treatment records." Treatment records are records that are made or maintained by a health care professional; are used only for your medical or psychological treatment; and are available only to treatment providers. Treatment records are not subject to the HIPAA Privacy Rule's restrictions on use and disclosure.
2. Treatment records are maintained by the University under the guiding principles of FERPA. Treatment records will only be released as allowed in this section or after receiving a written request from the student.
3. A student's treatment records are confidential and are available to the student at the student's request through the office that maintains the record. The University may arrange for a healthcare provider to be

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with a student when the student reviews their treatment records in order to explain the records and/or answer any questions.

4. HIV, drug and alcohol, and other case sensitive information will not be disclosed without an explicit request from the student. A special release of information is required which authorizes the specific information to be disclosed.
5. FERPA regulations list other situations in which the University may disclose a student's medical or treatment records without prior written consent. See section 2(1)(a)-(j) above. If a student's medical or treatment record is released for any purpose other than treatment, the released record becomes an education record and is released according to FERPA. The following are examples where the University may disclose a student's medical or treatment records without consent:
  - a. To comply with a lawfully issued court order or subpoena;
  - b. Disclosure to a court in connection with a legal proceeding involving the University and a student or the student's parents;
  - c. Disclosure in connection with a health or safety emergency if knowledge is necessary to protect the health and safety of a student or other persons
  - d. Disclosure according to North Dakota state law.
6. Contact your health care professional's office for information pertaining to patient rights and responsibilities including how your information may be shared with others.
7. In situations in which it has been determined that a student's life is in danger or in which their condition results in a danger to others, the facts pertaining to this danger may be communicated to the student's nearest responsible relative, without the student's consent, if judged necessary by the student's primary healthcare provider.

## 4: Law Enforcement Records

Records generated by UPD personnel are assignable into two categories: administrative and law enforcement. Some records may be assignable into both.

1. Administrative records, including those created by UPD personnel, are maintained for the benefit and purposes of the University, and include those referred to Student Rights and Responsibilities, Housing, or other offices for educational purposes, such as disciplinary action(s), are [educational records](#).
2. Law enforcement records, which for this section are those records submitted to the states attorney's office ([NDCC, Chapter 11-16](#)) or other criminal court division. Law enforcement records are subject to the North Dakota open records laws ([NDCC, Chapter 44](#)).

## 5: Official Transcripts of Academic Records

1. The registrar compiles, maintains, and administers official transcripts of record.
2. Each student's official transcript of record may include, but is not limited to, the following information:
  - a. Legal name of student;
  - b. Date of birth;
  - c. Name of the high school attended and the year of graduation;
  - d. Transfer credits or summary of credits accepted in transfer, if any;
  - e. Courses taken, hours completed, grades received, grading system, and grade point average;

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- f. A statement of probation/dismissal;
  - g. President's Honor Roll, Degree, Honors;
  - h. Academic degree(s) granted by the University;
  - i. Date(s) of graduation from the University.
3. The Office of the Registrar will send, issue, or release a student's official transcript or record only:
    - a. At the student's written request; or,
    - b. In accordance with the [Student Records](#) section of the *Code*.
  4. A transcript or record will contain the information described in the [Official Transcripts of Academic Records](#) section of the *Code*, and will not be furnished in part or with information omitted or deleted.
  5. The registrar maintains a register of requests for official transcripts. This register of requests is part of the student record.
  6. A student who fails to pay a debt owed to the University may have their official transcript withheld until the debt is paid.
  7. The president or VPSAD may withhold the issuance of an official transcript for an academic degree pending a hearing against a student who violates a rule or regulation of the University when, in the opinion of the official, the interest of the University would be served by interim action.

### 6: Annual Notice

The University of North Dakota gives annual notice of the following to students attending the University:

1. Rights guaranteed under the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended and this policy;
2. Locations where copies of this policy may be obtained; and
3. The right to file a complaint regarding a violation of FERPA with:

The Office of the Registrar:  
264 Centennial Drive, Stop 8382 Room 201  
Grand Forks, ND 58202-8382  
Phone 701.777.2711  
Fax: 701.777.2696  
E-mail address: [scott.correll@und.edu](mailto:scott.correll@und.edu)

or with

The Family Policy Compliance Office, U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-5920

The complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of the Act has occurred. The U.S. DOE will investigate each timely complaint to determine if the institution has failed to comply with the provisions of FERPA.

4. The VPSAD is responsible for ensuring that this notice is published at least once each year in this document. A copy of the current *Code* is available online to each student and also is available in each University office maintaining educational records.

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## VII: Definition of Terms

1. **Accused Student.** Accused student applies to a student, or student organization, who is alleged to have violated the *Code*.
2. **Complainant Student.** Complainant student applies to a student, or student organization, who has filed a complaint. A student may be considered a complainant student even if another member of the University community submitted the complaint itself.
3. **Faculty Member.** All members of the academic staff, excluding only coaches and administrators in their capacities as coaches and administrators ([SBHE Policy 605.1](#)).
4. **Hearing Chair.** A hearing chair is the member of the SRC who has been identified as the chair for a specific suspension hearing.
5. **Hearing Officer.** The hearing officer is responsible for reviewing the investigation and determining recommendations on behalf of the University as it relates to alleged violations of the *Code* and, when applicable, sanctions. When applicable, the hearing officer is also responsible for presenting recommendations to the hearing panel. A hearing officer is a student conduct administrator.
6. **Hearing Panel.** The term hearing panel means any person or group of persons who is a member of the SRC and serves on a student conduct hearing panel to make a determination as to if a violation of the *Code* has occurred and has the ability to impose sanctions.
7. **Investigator.** If a complaint warrants an investigation the University will assign an investigator to review the complaint. The University may choose to hire an external investigator to investigate a complaint.

The investigator is responsible for gathering information not for determining responsibility as it relates to possible violations of the *Code*.

8. **Members of the University Community (University Community).** Members of the University community includes students, faculty, staff, and administrators of the University.

- ~~9. **Non-conduct Resolution.** Non-conduct resolution is an alternative method of resolving disputes and conflicts outside of the student conduct process. It is a voluntary process requiring the participation of an SCA who operates from an impartial basis and whose primary role is to facilitate an agreement. When a non-conduct resolution is suggested, the assistant dean of students or designee will determine if that process is appropriate and will coordinate necessary arrangements for the process. If a satisfactory agreement is not reached through the process, the complainant may still refer the complaint to the student conduct process. No information learned from the non-conduct resolution process will be used in any further process; however, a violation of a non-conduct resolution agreement will be treated as a sanction violation.~~

Commented [AP7]: Inserted in the document (Section III)

- ~~10.9.~~ **Personal Advocate.** The accused, and if applicable, complainant, student may each have one personal advocate present during all portions of the student conduct process in which the student participates.

A personal advocate may, but does not need to, be an attorney. An attorney who is serving as a personal advocate is expected to follow the [North Dakota Rules of Professional Conduct](#). If a student selects a personal advocate who is an attorney the University reserves the right to reschedule any portion of the student conduct process to ensure the University's legal representation may also be present. To assist in scheduling, the University asks that a student notify the University of their intent to have an attorney as a personal advocate.

# CODE OF STUDENT LIFE

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Advocates are selected by the student. The student is responsible for sharing and communicating all information with their personal advocate unless other arrangements are made. If applicable, the student is responsible for any and all expenses associated with the personal advocate.

A student should select a personal advocate whose schedule allows attendance at a previously scheduled date and time for any portion of the student conduct process. If a student has selected a personal advocate prior to a portion of the student conduct process being scheduled, the student can provide their personal advocate's contact information and availability to the SRC advisor or the Office of Student Rights and Responsibilities for consideration in scheduling.

If the personal advocate is unable to attend a previously scheduled student conduct proceeding, the student is encouraged to inform the SRC advisor or the Office of Student Rights and Responsibilities that their personal advocate is unable to attend. Upon request the student conduct proceeding may be rescheduled.

In any student conduct process the personal advocate has the right to provide support, guidance, and advice to the student. Personal advocates may not disrupt student conduct proceeding.

In a [student conduct suspension process](#) the personal advocate has the right to represent the student. Representing the student includes making opening and closing statements, calling and questioning witnesses, and providing support, guidance, and advice to the student. The student may limit their personal advocate's role within the student conduct suspension process. A personal advocate cannot serve in another role during the student conduct process.

~~11~~.10. **Process Advisor.** A process advisor is appointed to an accused student and, if applicable, the complainant student involved in a suspension process. The process advisor helps the accused student understand the suspension process, assist the student in preparing for the process, coordinates interim measures, and serves in a support capacity during the process. The process advisor has no standing in the process, does not represent the student in the process, does not have speaking privileges during a hearing, and must not disrupt the process.

A student may request a different process advisor. Such a request should be made in writing and directed to the SRC advisor.

~~12~~.11. **Student.** For purposes of this *Code*, the term student applies to all persons taking courses at and/or receiving instruction through the University, whether credit hours are earned, full-time or part time, pursuing undergraduate, graduate, non-degree, or professional studies.

The term student includes all persons who withdraw after allegedly violating the *Code*, who are not enrolled for a particular term but have a continuing relationship with the University, who have been notified of their acceptance for admission, or who are living in University residence facilities designated for students regardless of their current enrollment status.

The term student includes both a student acting as an individual and to students acting in a group and/or a student organization, unless otherwise noted.

~~13~~.12. **Student Conduct Administrator (SCA).** A student conduct administrator is any person authorized to determine whether a student has violated the *Code* and, if so, impose sanctions.

The Office of Student Rights and Responsibilities staff and Housing staff responsible for residence life are designated as SCAs by the assistant dean of students on a permanent basis. The assistant dean of students may designate other University employees as SCAs as needed.

~~14~~.13. **Student Relations Committee (SRC).** The SRC is a committee authorized by the VPSAD to serve as hearing panel members and determine whether a student has violated the *Code* and to apply sanctions that may be imposed when a rules violation has been committed.

## CODE OF STUDENT LIFE

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- ~~15~~.14. **Student Relation Committee Advisor (SRC Advisor).** The SRC advisor is present at all suspension hearings in order to see that the process is followed and advise the SRC and the hearing chair of the suspension hearing on procedural questions. The SRC advisor may also assist the hearing chair in identifying which information is relevant to the hearing panel.
- ~~16~~.15. **Student Organization.** The term student organization means any number of persons who have complied with the formal requirements for University recognition/registration.
- ~~17~~.16. **Student Organization Advisor.** The term student organization advisor means a person registered in the Student Involvement Center to act in an advisory role for a student organization.
- ~~18~~.17. **University Premises.** The term University premises means all land, buildings, facilities, and other property in possession of, or owned, used, or controlled by the University (including adjacent streets and sidewalks).
- ~~19~~.18. **Witness.** Anyone who is believed to have information that that may be relevant to a determination of violation of the *Code*.

# **CODE OF STUDENT LIFE**

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## APPENDICES



# CODE OF STUDENT LIFE

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## Appendix A: Dismissal/Grievance Procedures for Student Employees

### 1: Dismissal Procedure

If a student employee's performance proves unsatisfactory, the supervisor will advise the student of the dissatisfaction and indicate what improvements are necessary. If the problem is not resolved, termination procedures may be initiated and the student employee notified of the release. Departments must notify the student of unsatisfactory performance due to inefficiency, inability to perform an assigned task, tardiness, etc. and provide a minimum of two weeks for the problem to be resolved before termination procedures are initiated. However, a student employee may be dismissed immediately from employment without prior notice for just cause including dishonesty, insubordination, gross negligence, or conduct unbecoming an employee in which the health, welfare, or safety of another employee/employer, person, or the workplace is negatively affected.

If a student employee feels they have been treated unfairly or has a justifiable complaint that could not be resolved through a discussion with the immediate supervisor, the student should contact the supervisor's supervisor. The supervisor's supervisor will attempt, through discussion with the student employee and/or the supervisor, to resolve the grievance and file documentation and their decision is final.

### 2: Informal Grievance Procedure

If a student employee feels they have been treated unfairly or has a justifiable complaint that could not be resolved through a frank discussion with the immediate supervisor, the student should contact the supervisor's supervisor or the Student Financial Aid Office. The director of student financial aid or designee within the Student Financial Aid Office will attempt, through discussion with the student employee and/or the supervisor, to resolve the grievance and file documentation.

### 3: Formal Grievance Procedure

If, after these conversations, the aggrieved student is still not satisfied, the student may pursue the formal grievance procedure. The VPSAD or designee will act as a facilitator to assist in the grievance procedure. The student employee's first step is to submit a written grievance to the VPSAD within five business days after the contact with the Student Financial Aid Office relative to the informal grievance discussion.

The VPSAD or designee will assemble the Student Employee Grievance Board within 10 business days of the receipt of the written grievance. The Board will be diversified and comprised of three members appointed by the VPSAD or designee and will consist of two staff and/or faculty members and one student.

All proceedings of the Student Employee Grievance Board will be administered by the VPSAD or designee. The Student Employee Grievance Board will meet with the persons concerned in the case. The Board meeting must be closed unless the aggrieved student employee requests an open meeting. The student employee and the department involved may be present and each may have one representative of their choosing present during the testimony. Each party may have other individuals provide information at the meeting. The names of those to present information must be submitted in writing to the VPSAD or designee at least two business days prior to the meeting and the relevance of each person should be stated.

Within five business days after the meeting, the Student Employee Grievance Board will forward written notification of its decision to the student employee, the department involved, and the VPSAD or designee.

If the student employee is not satisfied with the Student Employee Grievance Board's decision, the student should, within five business days of the Grievance Board's decision, submit a written appeal to the VPSAD. Within ten business days after receiving the appeal, a final decision by the VPSAD will be made. The VPSAD will announce the decision by a written communication to the student employee, the employing department, and the director of student financial aid.

# CODE OF STUDENT LIFE

## Appendix B: Academic Concerns/Information/Freedom

The University's commitments to academic quality and integrity, as well as to academic freedom, rest upon honesty and fairness in all aspects of scholarly endeavor. Faculty must test, grade, and review student work in a manner that is fair and reasonable, and students must maintain scholastic honesty beyond reproach. Disputes that arise about fairness and honesty are best resolved through open and sincere communication among all parties — students, faculty, committees, and administrators. This section on academic concerns addresses procedures for resolving academic grievances, instances of scholastic dishonesty, and concerns about communications proficiency.

### 1: Academic Grievances

#### A: Definition

The term "academic grievance" is defined as: a statement expressing a complaint, resentment, or accusation lodged by a student about an academic circumstance (such as grading, testing, quality of instruction) which is thought by the student to be unfair.

Academic issues subject to grievance procedures differ from those subject to the academic petition process. The petition process includes a request by the student to have a University, college, or program requirement waived or modified. It may include the right to appeal under circumstances outlined in the petition process. The substance of petitions and appeals is under the jurisdiction of individual colleges, schools, programs, or designated University committees. If a student thinks that a petition has not been handled fairly, the student may initiate a grievance based upon unfair treatment, but not upon the substantive issue.

#### B: The Grievance Process

1. Each undergraduate, graduate, and professional school or college shall have written procedures for academic grievances. Unless a school or college has specified a shorter time, a student must initiate a grievance within 120 calendar days from the recording of the final grade (including an "Incomplete") in the course in which the grievance arose. These procedures are to begin with discussion between the grieving student and the Faculty Member, committee, or administrator with whom the student has a grievance. If the grievance is not resolved at this stage, then the student may advance the grievance through the procedures of the college or school in which the grievance originated. (In grievances brought by Graduate School students that involve Graduate School policies, the relevant school is the Graduate School.)
2. Grievances not resolved at the level of the academic unit may be brought by any of the parties to the Student Academic Standards Committee (Registrar's Office) within 30 calendar days of the final decision of the academic unit (college/school). If the grievance results from an action of a committee not associated with a specific college, it may be taken directly to the Student Academic Standards Committee. Grievances must be presented in writing to the chair of the committee. This written statement should describe the grievance, indicate how it affects the individual or unit, and include the remedy sought from the committee. All documents pertinent to the review must accompany the grievance. It will be the committee's charge to review the academic grievance, consult with all parties significantly involved in the grievance, tape record its proceedings, and make a final decision within a reasonable length of time (not to exceed 20 school days, except upon agreement of the parties or the inability of the committee to make a quorum) after the grievance has been filed. All submitted documents will be made a permanent part of the student's educational record. A copy of the decision will be sent to the originator of the grievance, the dean of the unit involved, and those against whom the grievance originated. This committee has the authority to resolve the grievance by such actions as upholding an earlier decision, requiring a re-examination or review, and, in extreme cases, changing a grade. The committee, however, has no authority to take or recommend disciplinary action in these cases either with faculty, administrators, or students or to require permanent changes in classroom,

# CODE OF STUDENT LIFE

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administrative, or committee procedures. The decision of this committee is the final step in the University Academic Grievance process.

3. Students who wish to challenge specific data or information in an educational record or who wish to amend their records should refer to the [Educational Records](#) section of the *Code* for procedures.

## 2: Communications Proficiency of Faculty

Since some instructional personnel do not have native or native-like English-language proficiency, students may experience difficulty understanding them. Students are encouraged to make an effort to become accustomed to an unfamiliar accent or dialect, but if the difficulty is pervasive, should act before the term is so advanced that resolution becomes difficult. In this circumstance, students may register a complaint by initiating the following procedure.

1. The student has multiple points of entry for reporting a perceived problem. Concerns about an instructor's English language proficiency are investigated by the associate provost. The initial report may be made to the Office of the Provost, the Office of Student Rights and Responsibilities, or to the dean of the college, or the chair/director of the department/school in which the course is offered. **Problems should be reported within 15 working days (three weeks) of the beginning of a term,** after the student has made an effort to become accustomed to an unfamiliar accent or dialect but before the term is so advanced that resolution becomes difficult. In all cases, the Provost's Office must be notified when a student has registered a complaint.
2. It is the department chair's responsibility, in conjunction with the provost or designee, to determine the extent of the perceived problem (e.g., how many students are experiencing difficulty) and then to provide a solution. Suggested solutions include, but are not limited to, moving the student(s) to a different section, replacing the instructor, or offering the student(s) with difficulty special tutorial assistance along with regular participation in the class.
3. Students who believe that the resolution of their complaint was unfair have a right to file an academic grievance. Procedures for filing grievances are specified in [Academic Grievances](#) section of the *Code*.
4. The complete Policy on Communications Proficiency can be obtained from the offices of the Provost or the Vice President for Student Affairs and Diversity or the Office of Student Rights and Responsibilities.

## 3: Academic Probation/Dismissal Policy

### A: Undergraduate

1. Any student who does not maintain minimum academic requirements is subject to placement on probation or to suspension or dismissal from the University.
2. See Undergraduate Probation, Suspension, and Dismissal Policy in the Undergraduate Academic Information section of the Academic Catalog.

### B: Graduate

1. Please refer to the Graduate Academic Catalog section on Academic Standards.

## 4: Financial Aid Information

### A: Federal Student Financial Aid Penalties for Drug Law Violations

Upon enrollment, the Higher Education Opportunities Act (HEOA) mandates each institution must provide written notice that advises the student that a conviction (while receiving financial aid) of any offense involving the possession or sale of illegal drugs will result in a loss of federal student eligibility.

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When completing the Free Application for Federal Student Aid (FAFSA), question 23 asks if the students have ever been convicted of a drug-related offense. Answering the question untruthfully could result in fines, imprisonment, or both.

Convictions count only if they were for an offense that occurred during a period of enrollment for which the student was receiving federal aid. A conviction does not count if it was reversed, removed from the student's record, or if the conviction occurred when the student was a juvenile, before the age of 18 (unless the student was tried as an adult).

According to the law, the following chart indicates the period of ineligibility for federal student aid. (A conviction of sale of drugs includes conviction for conspiring to sell drugs.)

	Possession of Illegal Drugs	Sale of Illegal Drugs
First Offense	One year from date of conviction	Two years from date of conviction
Second Offense	Two years from date of conviction	Indefinite period
Third Offense	Indefinite period	

## Standards for a qualified drug rehabilitation

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

1. Be qualified to receive funds directly from a federal, state, or local government program;
2. Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company;
3. Be administered or recognized by a federal, state, or local government agency or court; or
4. Be administered or recognized by a federal or state-licensed hospital, health clinic, or medical doctor company.

## **B: Additional Financial Aid Information**

For more general information regarding financial aid please contact the [Student Financial Aid Office](#), 701.777.3121.

## **5: Academic Freedom ([SBHE 401.1](#))**

### **A: General Principles**

The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community which takes no ideological or policy position itself. The responsible academic community welcomes those who do take an ideological or policy position and jealously guards their right to do so. Conflict of ideas cannot occur unless there is opportunity for a variety of viewpoints to be expressed. Toleration of what may be error is an inescapable condition of the meaningful pursuit of truth. The academic community must be hospitable even to closed minds and it must welcome the conflict of ideas likely to ensue. Academic responsibility to provide opportunity for expression of diverse points of view generates academic freedom.

### **B: Faculty**

Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties. They are also entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence. They are entitled as any other member of

## CODE OF STUDENT LIFE

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the community in which they live to establish membership in voluntary groups, to seek or hold public office, to express their opinions as individual on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They must make clear that their actions, their statements and their memberships do not necessarily represent views of the academic community. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of their colleagues.

### **C: Students**

Students are entitled to be taught by unfettered teachers and to have access to all information pertinent to their subjects of study. They are entitled to as complete freedom as possible in the selection of their curriculum, teachers, and associates. Moreover, they have a right to intellectual disagreement with their instructors and associates and to question them without fear of recrimination or punishment. They also are entitled to seek the publication of their views, to seek membership in voluntary groups, to seek or hold public office, and to take lawful action in accordance with their views. Students also have the responsibility to make clear that their actions, memberships, and statements do not represent the views of the academic community.

### **D: Guest Speakers, Movies and Other Programs**

A college or university by its very nature cannot pay lip service to the concept of freedom of expression and then deny persons with whom it is in disagreement the opportunity of giving expression to their views. Furthermore, a policy that extends the right of freedom of expression to some persons and denies to the others, places the institution in the position of endorsing the past records and views of those who are given permission to speak. Therefore, a speaker, performer, or program may be presented under the sponsorship of any duly recognized student, faculty, or administrative organization or any individual officer of instruction. It is not necessary that the point of view presented be congenial to the campus, members of the staff or student body individually, or to individual members of the wider community. The speaker must be accorded the courtesy of any uninterrupted presentation. Except for ceremonial occasions, speakers must accept as condition of their appearance the right of their audience to question or challenge statements made in their address. Questions must be permitted from the floor unless prevented by physical limitations, or the size of the audience. The invitation or scheduling of such a program must represent the desire of the institutional sponsor and not the will of external individuals or organizations. The sponsor must establish full responsibility for the program and should help to establish the concept that the point of view expressed in an address or performance does not necessarily represent the position of the academic community. Such presentations must at all times be consistent with the laws of North Dakota and the United States.

See the [Events, Demonstrations, Fixed Exhibits, and Short-Term Rentals policy](#) for more information.

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## Appendix C: Notice of Federal Compliance

### 1: Notice of Annual Security & Fire Safety Report

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of North Dakota publishes an Annual Security and Fire Safety Report. The report includes the university's policies, procedures, and programs concerning safety and security, as well as three years' of crime statistics for our campus. As a student, you are entitled to a copy of this report. The report and statistical data can be found online at <http://und.edu/discover/files/docs/annual-security-report.pdf>. You may also request a paper copy of the report from the UND Police Department located at 3851 Campus Road, Grand Forks, ND, 58202.

### 2: Notice of Title IX and VAWA Compliance

Title IX of the Education Amendments of 1972 (Title IX), and its regulation, prohibit discrimination on the basis of sex and/or gender in education programs and activities operated by recipients of federal financial assistance. Sexual harassment that creates a hostile environment, including sexual assault and other forms of sexual misconduct, is a form of discrimination prohibited by Title IX. The regulation implementing Title IX requires that the University adopt and publish grievance procedures providing a prompt and equitable resolution of complaints that allege any action that would be prohibited by Title IX, including sexual assault, sexual harassment, and other forms of sexual misconduct. Similarly, the Violence Against Women Reauthorization Act of 2013 (VAWA) requires prompt, fair and impartial investigation and resolution of allegations of stalking, dating violence, and domestic violence.

For complaints regarding sexual assault, harassment, or other forms of misconduct UND uses the procedures outlined within the *Code*.

### 3: Notice of Non-Discrimination

The University of North Dakota (UND) is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, creed, marital status, veteran's status, political belief or affiliation or any other status protected by law. Pursuant to Title of the Education Amendments of 1972, UND does not discriminate on the basis of sex in its educational programs and activities, employment and admission. UND will promptly and equitably investigate reports of discrimination or harassment and take disciplinary action as appropriate.

Retaliation in any form against a person who reports discrimination or participates in the investigation of discrimination is strictly prohibited and will be grounds for separate disciplinary action.

The University's policies and procedures for complaints of discrimination or harassment are found at <http://www1.und.edu/affirmative-action/files/docs/discrimination-harassment-policy-procedures-june-2018.pdf> or in the University's *Code of Student Life* at <http://und.edu/code-of-student-life/>.

Concerns regarding UND's equal opportunity and nondiscrimination policies, including Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Opportunity & Title IX and ADA Coordinator, 102 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, telephone 701.777.4171, email [UND.EO.TitleIX@UND.edu](mailto:UND.EO.TitleIX@UND.edu) or [donna.smith@UND.edu](mailto:donna.smith@UND.edu) or visit the website at <http://und.edu/affirmative-action/>. A complaint or concern regarding discrimination or harassment may also be sent to the Office for Civil Rights, U.S. Department of Education, 500 West Madison, Suite 1475, Chicago, IL 60611, phone (312) 730-1560, fax (312) 730-1576, email [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov), <https://www2.ed.gov/about/offices/list/ocr/index.html> or other federal agency.

SENATE COMMITTEE ON COMMITTEES

Purpose: To nominate University Council Members for membership on Senate and other University committees, and to conduct elections for ~~faculty~~ positions on Senate committees.

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Membership: Senate Past Chairperson (one, voting)

University Council members who are also members of the Senate at the time of ~~their~~ election (four, voting)

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Term: Previous Past Chairperson of the Senate - concurrent with office.

University Council members - two years with terms of two expiring each year

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Selection: Senate Past Chairperson - ex-officio

University Council members - elected by the Senate at first meeting in the ~~fall~~ and assuming responsibilities immediately.

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Functions and Responsibilities: Acting of its own volition, upon the request of the Senate and/or others, the Committee shall assume the following responsibilities:

1. Nominate personnel for Senate committees.
2. Fill vacancies which occur on Senate committees.
3. Recommend faculty nominees for appointment to all University (non-Senate) committees with faculty membership.

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Report to Senate: Prepare an annual report which addresses each function and responsibility and submit it to the Senate secretary two weeks before the October Senate meeting.

Source of Information: University Senate By-laws  
University Senate Minutes - May 3, 1962  
University Senate Minutes - October 6, 1966  
University Senate Minutes - November 3, 1966  
University Senate Minutes - November 2, 1967  
University Senate Minutes - March 5, 1981  
University Senate Minutes - October 3, 1985  
University Senate Minutes - March 4, 1999  
University Senate Minutes - November 7, 2013  
University Senate Minutes - December 5, 2013