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Metropolitan
State University

Graduate Catalog
2010–2011

Metropolitan State University
www.metrostate.edu
651-793-1300

Metropolitan State offers a variety of high-quality graduate programs. Fields of study include a wide range of professional and technical programs, as well as programs in the liberal arts. Metropolitan State offers degree programs at the master's and applied doctorate levels.

All programs share a commitment to quality and accessibility, and most degrees may be earned through evening and weekend classes. See the links below for information on specific programs, including program and admission requirements.

LOCATIONS

> **Saint Paul Campus**
> 700 East Seventh Street
> Saint Paul, MN 55106
>
> **Minneapolis Campus**
> 1501 Hennepin Avenue
> Minneapolis, MN 55403
>
> **Midway Center**
> 1450 Energy Park Drive
> Saint Paul, MN 55108
>
> **Brooklyn Park Center**
> Law Enforcement and Criminal Justice Education Center
> 9110 Brooklyn Boulevard
> Brooklyn Park, MN 55445

The *2010-2011 Graduate Catalog* is published by Metropolitan State University, Academic Affairs Division.

Catalog information is subject to change without notice. Refer to the website (www.metrostate.edu) for updated information.

The Graduate Catalog is available in alternative formats for people with disabilities. For more information, call Disabilities Services at 651-793-1549 (voice); 651-772-7687 (TTY).

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2010-2011 Academic Calendar

Summer Session 2010

May	10	**Summer session classes begin**
May	29-31	Memorial Day holiday/no classes/buildings closed
June	**26**	**First summer session classes end**
July	3-5	Independence Day holiday/no classes/buildings closed
June	**28**	**Second summer session classes begin**
Aug.	**14**	**Last day for any summer session class**

Fall Semester 2010

Aug.	16	Faculty begin fall duty days
Aug.	**21**	**Fall semester classes begin (MnSCU start Aug. 23)**
Sept.	4-6	Labor Day holiday/no classes/buildings closed
Nov.	24	No evening classes
Nov.	25-28	Thanksgiving holiday/no classes/buildings closed
Dec.	**11**	**Fall semester classes end**
Dec.	14	Commencement (tentative; backup date Dec. 7)
Dec.	14	Last fall faculty duty day
Dec.	23-27	Holiday/no classes/buildings closed
Dec. 31-	Jan. 1	Holiday/ no classes/buildings closed

Spring Semester 2011

Jan.	3	Faculty begin spring duty days
Jan.	**10**	**Spring semester classes begin (MnSCU start Jan. 10)**
Jan.	17	Martin Luther King, Jr. holiday/no classes/buildings closed
Feb.	21	President's Day/classes held/buildings open
Feb		**No** Precinct Caucus in 2011
Mar.	6-12	Spring Break/non duty days/no classes/offices open
May	**2**	**Spring semester classes end**
May	3	Commencement (confirmed 3/1/10)
May	6	Last spring faculty duty day
May	**9**	**Summer session classes begin (Monday)**

Graduate Policies & Procedures

Academic Progress

To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average. Policies relating to academic probation, dismissal and reapplication are determined by the school or college in which you are enrolled.

Academic Appeal Procedure

The university has written procedures for appealing decisions concerning admissions, instructors' evaluations, and approval of degree plans or qualifications for graduation.

Program Requirements

Program requirements supported by published policies, which are effective at the time a student is admitted to a graduate program, cannot be appealed. Students must meet the requirements for a degree as listed in the Metropolitan State University *Graduate Catalog* or other official program materials in place at the time of admission to Metropolitan State. If a student is not enrolled over three consecutive years, the program requirements will be those in place when the student is readmitted to the graduate program.

Grades

Decisions supported by published policies or clearly stated expectations of instructors cannot be appealed under the policy. An instructor's evaluation is not changed during the appeals process unless there is clear and convincing proof the evaluation was arbitrary and/or capricious and was unfair to the student. Changes in grades must be authorized by a dean or the academic affairs vice president.

Graduation Requirements

Decisions supported by published policies regarding satisfactory completion of graduation requirements or changes in requirements due to nonenrollment over three continuous years are not appealable. Designated program graduation requirements cannot be appealed beyond the level of the college dean.

Appeal Process

A student should work informally with appropriate persons, such as the instructor, appropriate department chair or dean, before filing a formal appeal. Formal appeals must be addressed in writing to the appropriate person. Supporting documents, if any, must be attached. A specific request for the desired redress (action) must be indicated.

To begin the formal appeal process, students must submit an appeal form with the required signatures within a specified time. Forms are available from the Student Affairs Office.

Advisor

Once you are admitted to a graduate program, you are assigned an academic advisor. In matters where the permission of your school or college is needed, your academic advisor is the person to consult. Prior to admission, you may consult with your school or college concerning policies and requirements. The school and college listings in this catalog direct you to appropriate personnel. If you wish to change your advisor, contact your school or college for appropriate procedures.

Grading Policy

The chart below indicates the letter grades and the quality points used to calculate grade point averages for graduate students.

Grade		Quality Point/Credit Hour
A	Excellent	4.0
A-		3.67
B+	Good	3.33
B		3.0
B-		2.67
C+	Marginal Pass	2.33
C		2.0
F		0.0
NC	No Competence	0.0
W	Withdrawal	
I	Incomplete	

If you withdraw from a course after the first week of classes, the withdrawal is recorded. Earlier withdrawals are not recorded as a W. In each term, there is a date after which you are not allowed to withdraw from a course. Consult the *Class Schedule* for this date.

If you are passing a course but cannot complete the requirements due to unavoidable circumstances, you may request an incomplete (I). You must request the incomplete from your instructor no later than the final week of the course. If you simply fail to hand in material or take a final examination, you will not be automatically given an incomplete. An incomplete converts to an F or no competence (N) if not completed by the end of the following semester. In granting your request for an incomplete, your instructor may stipulate a shorter completion time. If so, the conversion to F or N will occur at the end of that completion time.

Graduation

You will be eligible to graduate when you have completed all of the requirements for your graduate degree or will have completed all of these requirements at the end of the current semester. There are two steps in the graduation process: you must notify the Graduation Desk of your intent to graduate; and you must also notify your school or college. Specific graduation dates and deadlines are published

regularly in the *Catalyst* and *Class Schedule*. You are encouraged to participate in the commencement ceremony most closely following the completion of your degree.

Registration

The registration schedule and instructions are printed in each *Class Schedule* and on the Web. Once admitted, you may register by Touch-tone telephone, through the university's Web site, by mail, or in person at the Saint Paul or Minneapolis campuses.

Registration by Undergraduate Students

With permission of the college or school, advanced undergraduates may register for certain graduate courses. Policies on undergraduate registration are determined by individual schools and colleges.

Course Prerequisites

Students are responsible to both be aware of and abide by prerequisites for the courses for which they enroll.

Refund Policy

Refunds can be requested through the Registration Office. Refunds are mailed within approximately four weeks. The time limits for refunds do not include extensions given for learning opportunities. Application, graduation and transcript fees are nonrefundable. Refund rates differ depending upon whether or not you are withdrawing completely from the university, whether you are receiving financial aid, and whether or not you enrolled at Metropolitan State University for the first time. These refund policies are subject to change with change in Minnesota State Colleges and Universities and federal policies. All changes or exceptions are in the *Class Schedule*. Contact the Accounts Receivable Office if you have questions.

Institutional Refunds for Drops (dropping some, but not all registrations)

Courses: You will receive a full refund if you drop a course after registration, but before the seventh calendar day of the term or one class day after the first class session, whichever is later. No refunds will be awarded after that time. For classes less than three weeks long, you will receive a full refund before the first class.

Theory Seminars: You will receive a full refund up to one day after the first session. No refunds will be awarded after that time.

Faculty-designed Independent Studies: You will receive a full refund up to four weeks subsequent to registration, if no work has begun and the instructor's permission is obtained. No refunds will be awarded after that time.

Other: There are no refunds for student-designed independent studies, internships or assessments of prior learning.

Withdrawal from the University (dropping all registrations)

Official withdrawal is defined as terminating enrollment in all registered courses for an academic semester. A student must request that an official withdrawal from Metropolitan State University be processed. Dropping courses on the Web, Touch-tone telephone or in-person registration does not initiate an official withdrawal.

Withdrawal requests and questions are handled by the registrar. Mail to Metropolitan State University, Registrar, 700 East Seventh Street, Saint Paul, MN 55106-5000; or telephone 651-793-1227 or fax 651-793-1235. The following information is needed for withdrawal processing: full name, mailing address (where the refund, if any, will be sent), daytime telephone number, social security number and the academic term of withdrawal.

Please note that refunds for Title IV financial aid recipients are determined by federal guidelines, which supersede these guidelines. Federal regulations require Metropolitan State University to give first priority to repaying financial aid programs in the event of a refund of tuition and fees resulting from withdrawal from the university.

Student Conduct Code

Each student at Metropolitan State University has the right to an education, and it is the university's responsibility to provide an environment that promotes learning and protects the safety and well-being of the university community. Any action by a student that interferes with the education of any other student or interferes with the operations of the university in carrying out its responsibility to provide an education are considered a violation of the Student Conduct Code. Disciplinary actions are handled in an expeditious manner and reflect due process.

Proscribed Conduct: Allegations of discrimination, harassment, violence or academic dishonesty shall be adjudicated under separate procedures in accordance with Metropolitan State University's policies on those issues.

University Jurisdiction: The university reserves the right to take necessary and appropriate action to provide an environment that promotes learning and protects the safety and well-being of the university community.

University jurisdiction is asserted when violations of the Student Conduct Code occur on university premises. In addition, university jurisdiction shall extend to violations of the code committed off campus when:

- the violation is committed while participating in a university-sanctioned or sponsored activity;
- the violation constitutes a felony under state or federal law; or
- the violation adversely affects the education, research or service functions of the university.

Violations: The provisions of this policy do not affect the rights of persons in authority to take any immediate and temporary actions necessary to retain the classroom or program atmosphere, and to uphold established policies, regulations and laws. Any student engaged in the following behaviors is subject to the disciplinary sanctions outlined in this policy.

Violation of Law and University Discipline: If a student is charged only with an off-campus felony violation of federal, state or local laws, but not with any other violation of the code, disciplinary action may be taken and sanctions imposed for grave misconduct which demonstrates flagrant disregard for

the university community. In such cases, no sanctions may be imposed unless the student has been found guilty in a court of law or has declined to contest such charges, although not actually admitting guilt (such as, "no contest" or "nolo contendere").

University disciplinary proceedings may be instituted against a student charged with violation of a law which is also a violation of this Student Conduct Code.

Judicial Process

Charges and Informal Process: Any member of the university community may file charges against any student for violations of the Student Conduct Code. Charges should be in writing for the record, but can proceed on verbal notification to the conduct code officer. Any charge should be submitted as soon as possible after the event takes place, preferably within three working days. A formal process is also available if a mutually acceptable resolution cannot be reached during the informal process.

Complete information about the procedures and possible sanctions is included in the Student Handbook.

Timely Completion Policy

All work for learning activities must be completed according to the following schedule:

- All Courses: You must meet deadlines set by course instructors. You must complete incompletes by the end of the next academic semester or at an earlier date, if specified by the instructor at the time the incomplete was granted.

- Faculty Designed Independent Study Courses: You must complete all course work by the end of the semester. If you choose to register after the start of the semester for an independent study, you will have shorter amount of time to complete.

- Student Designed Independent Study Courses: You must complete all course work within 140 days (20 weeks) from the start of the semester or the date of registration for the course, whichever is later.

- Internships: Students must complete work within 180 days from the date of registration of the internship.

- Other learning: You must complete work for theory seminars and assessment of prior and other institutional learning and submit evaluations within 90 days of registration.

Time Limit

You must meet all graduation requirements within the time limit specified by your school or college. If you exceed the time limit, you may petition your school or college to revalidate courses taken at Metropolitan State University prior to the date of your graduation. A course in which you received a grade below B- cannot be revalidated. Alternatively, you may petition your school or college to extend the specified time limit. Specific policies relating to the revalidation of courses or the extension of the time limit are determined by individual schools and colleges.

Transfer Policy

With the approval of your school or college, you may apply certain credits earned in other accredited graduate programs toward your Metropolitan State degree. Transfer policies are determined by individual schools or colleges.

Tuition and Fees

When you register for a class, you are reserving university (public) resources for yourself, and we assume you will attend that class. The university invests resources in your enrollment, even if you do not attend the entire course. Tuition and fees are subject to change by action of the Minnesota State Colleges and Universities Board of Trustees. Current tuition and fees are listed in the *Class Schedule*. For information about activity, graduation, transcript and extension fees, contact the Registrar's Office. The university accepts Visa and MasterCard, money orders, employer purchase orders, agency authorization or financial aid (award letter) for tuition and fee payment. Payment plans are available through the Accounts Receivable Office. Call the Registration Office regarding reciprocity.

Withdrawals

You may formally withdraw from a course up through the end of the eleventh week of the semester and from a faculty-designed independent study within 11 weeks of registration. This is recorded on a transcript as a W. If you do not formally withdraw before the deadline, you will receive an appropriate grade. The deadline for course withdrawal is published in the *Class Schedule*. You receive an F or a no competence for any course in which you register but fail to attend. You are responsible for tuition and fees for all classes. You are not allowed to withdraw from a theory seminar after the formal drop/add period. There is no withdrawal from internships or student-designed independent studies.

To formally withdraw, students must submit a written request or call the Registration Office at 651-793-1234; you may not withdraw on the Web or by Touch-tone telephone. If you withdraw from a course prior to the end of the first week of classes, this is considered a drop and not a withdrawal and no record of the course appears on your transcript.

ACADEMIC PROGRAMS

Doctor of Business Administration (DBA)

Program Overview

The Doctor in of Business Administration is an innovative doctoral program whose curriculum and research requirements focus on applied management practice. An internationally recognized alternate to the PhD program, the DBA enhances the knowledge and skills of experienced business practitioners and higher education faculty to prepare them for demanding positions in management, post-secondary teaching, and consulting. The Metropolitan State University DBA program provides a rare opportunity for professionals to earn a high quality, applied doctoral degree on a part-time basis.

Program Outcomes

Graduates of the DBA will be able to:

- Demonstrate mastery of the business common bodies of knowledge at an advanced level Apply complex research and practice-based information to organizations
- Integrate and analyze complex research and practice-based information valuable to business practitioners
- Develop effective strategies for organizations, clients, or students
- complete a dissertation utilizing applied research concepts and practices

Curriculum

The DBA curriculum requires 52 doctoral credits beyond an MBA (or an equivalent management-related master's degree program). Prerequisite courses (minimum of two credits each) must have been completed with at least a B grade and include the following:

- Graduate courses in organizational behavior, management information systems or information systems, finance, and a strategy or related capstone course.
- Three other graduate courses from among accounting, economics, marketing, and operations/project management or process modeling.

Phase One (32 credits)
Consists of completion of eight, four-credit core doctoral courses offered by the College of Management over a two year, six consecutive semester schedule. These courses are scheduled as follows:

First Year

First Semester

- DBA 700 Doctoral Seminar in the Development of Management Thought
- DBA 705 Foundations of Research Inquiry

Second Semester

- DBA 720 Accounting Principles and Financial Policy Seminar

Third Semester

- DBA 710 Research Methods for Applied Projects

Second Year

Fourth Semester

- DBA 730 Information Technology: Issues and Strategy
- DBA 740 Global Issues in Business: A Multi-Disciplinary Approach

Fifth Semester

- DBA 712 Applied Research Project Design

Sixth Semester

- DBA 760 Advanced Strategic Management Seminar

During this two-year period, students identify an applied research project topic, prepare a literature review on the topic, and select a research methodology. This work is done in assigned courses and incorporated into the doctoral dissertation research proposal. Students complete a comprehensive examination at the end of this two year period before beginning Phase Two.

Phase 2 (20 credits)
Involves completion of two six-credit sections of DBA 795 Directed Research on Applied Projects, and two of the following four-credit, elective courses:

- DBA 750 Teaching Business in Higher Education (for those interested in faculty positions teaching business in higher education institutions)
- DBA 751 Professional Consulting in Business (for those interested in professional management consulting practice)
- DBA 755 Current topics in Business (for those interested in advanced management practices for businesses)

In this phase, students complete an applied research project, prepare a dissertation on the project, and deliver an oral presentation describing study methodology and findings/recommendations to the dissertation subcommittee, project sponsors, invited faculty, students, and guests.

Admission Criteria

The DBA Admissions Committee reviews the complete application, evaluating the strengths and weaknesses of each candidate. Admission criteria include:

- An earned MBA or equivalent management-related master's degree.
- Completion of graduate-level prerequisite courses, each with a B grade or higher. DBA prerequisite graduate courses are finance, organizational behavior, management information systems, and a strategy or capstone course. In addition, three graduate courses are required from among accounting, economics, marketing, and operations/project management or process modeling.
- The ideal applicant will have earned at least a 3.5 grade-point average.
- The ideal applicant will have a GMAT or GRE scores above the 51st percentile. A current vita documenting extensive professional work or full time teaching experience. For those in business professions, the vita documents clearly stated responsibilities and organizational achievements. For those in teaching, the vita documents achievements regarding students, program and course development, and other related faculty accomplishments.
- A very well written goals essay addressing professional development and interests as well as goals for achievement in the DBA program.
- Reference letters (one academic and one professional) that attest to the importance of the DBA enhancing the applicant's professional development, and commenting on the applicant's ability to pursue and successfully complete a doctoral program. If a reference from a full time faculty member or academic administrator cannot be secured, a reference from a second professional is required.

Appeal of Admission Denial

Applicants denied admission to the DBA program may contact the COM Director of Graduate Programs for additional information about the denial decision. Initial appeals of decisions by the DBA Admissions Committee should be made to the Dean of the College of Management. Appeals of the Dean's decisions should be made to the Vice Provost and Dean of Graduate Studies. Decisions made by the Vice Provost and Dean of Graduate Studies are final and not subject to further appeal.

Orientation

All DBA students must attend a graduate student orientation before or during the first semester of doctoral course work.

Application Requirements

Applicants must submit the following materials:

- Application
- Official Transcripts
- GMAT or GRE Scores
- Current Vita or Resume
- Goals Essay
- Two Professional References

See Applying to the Program for application packets and details on the requirements and deadlines.

Time to Completion

Students have seven years to complete all graduation requirements from enrollment in the first semester of DBA courses.

Faculty

All faculty members are:

- Holders of doctorates in their fields
- Authors of applied or refereed publications
- Professionally trained as advisors for applied research projects
- Experienced in their employment fields

David Bahn, Allen Bellas, David Bouchard, Steve Creason, Tim Delmont, Ken Hess, Katryna Johnson, Barbara Keinath, Nancy Nentl, Hameed Nezhad, Narasimha Paravastu, Roger Prestwich, Jayant Saraph, Gary Seiler, Adrianne Slaymaker and Minh Vo.

Master of Business Administration (MBA)

Program Overview

The objective of the MBA program is to provide quality graduate educational opportunities that enable you to manage successfully and ethically as a leader in complex and changing organizations within a highly diverse and global economy.

The MBA program is available in three formats: In regular classroom-based courses, web-enhanced courses where students meet every other week in the classroom with online work in between classes, and fully online courses. The flexibility and portability of the program enable you to choose the format you prefer or a mix of these formats, depending on your individual preferences or circumstances.

Program Outcomes

Outcomes of the MBA include the ability to:

- think strategically
- work effectively with people
- communicate effectively using multiple media
- think and reason effectively
- solve problems and make decisions using data and information
- function effectively in a global economy
- evaluate the ethical considerations related to business decisions

Curriculum

General MBA (40 credits)

Prerequisites
Prerequisite courses for admission to the MBA program are Financial Accounting, Statistics, Microeconomics and Macroeconomics. A letter grade of "C-" or above must be received in prerequisite courses. If you have not completed some or all of these prerequisites, you may do so by taking one or more of the following:

- ECON 201 Macroeconomics (3 credits) **and**
- ECON 202 Microeconomics (3 credits) **or**
- ECON 611 Foundations of Economic Analysis (2 credits)
- DSCI 651 Managerial Statistics (4 credits) **or**
- STAT 201 Statistics (4 credits)
- ACCT 210 Financial Accounting (4 credits)

The MBA program is divided into three phases:

Phase I focuses on the functional disciplines of business and organizations and provides a solid grounding in the core theories, processes and skills needed by managers in today's rapidly-changing environment. Following are the Phase I courses:

- MGMT 600 Practical Research Methods for Managers (2 credits)
- ACCT 620 Management Accounting (4 credits)
- ECON 696 Managerial Economics and Strategy (2 credits)
- FIN 601 Financial Management (4 credits)
- MKTG 600 Marketing Management (4 credits)
- MGMT 620 Organizational Behavior (4 credits)
- MIS 600 Management Information Systems (4 credits)
- DSCI 681 Operations Management for Services and Manufacturing (4 credits)

Phase II consists of electives which you may choose to best meet your own career needs and interests. Electives may focus on one of several disciplines or include courses from different disciplines. The general MBA consists of 8 elective credits (total of 40 program credits). Alternatively, you may elect an MBA with a concentration by choosing 12 course credits in a selected discipline concentration (total of 44 program credits). Students choosing to write a master's paper will take MKTG 695 Master's Paper Development as a four-credit elective course.

Phase III of the MBA program is the synthesis and capstone phase. The course, MGMT 699 Management Strategy and Policy, calls for you to integrate what you have learned in previous courses and life experiences to form a coherent picture of management and organizations. You must have completed all Phase I courses in order to register for the capstone course.

MBA with Concentration
A 44-credit MBA with a concentration is available. In addition to completing Phase I and Phase III courses described above, students can elect to complete 12 credits of elective courses in Phase II to obtain a concentration. Current concentration areas include Project Management, Management Information Systems, Marketing, and Finance. A concentration can be declared at the time of application to the MBA program or after full admission. If you declare after admission, a written statement requesting a concentration must be submitted to the College of Management Graduate Program Office. You can declare up to two concentrations with advisor approval.

Project Management Concentration
Project management is now one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives. The required courses prepare students for the challenging field of project management by providing them with tools, skills

and knowledge necessary to initiate, plan and implement projects successfully. The college also offers a graduate project management certificate.

Some of the major skills areas covered include:

- project planning, implementation and control using Microsoft Project;
- request for proposal formulation;
- Earned Value Analysis;
- computer-aided problem solving and decision-making methodologies;
- systematic approaches to risk identification, risk modeling, risk impact assessment, response planning and documentation;
- simulations using Microsoft Project, Crystal Ball and Excel;
- techniques in data mining and visual display of quantitative data;
- team building, negotiation and conflict resolution in projects; and
- project management organizational options.

Project Management Concentration Courses (12 credits)

- DSCI 620 Project Management (4 credits)
- DSCI 630 Project Risk Management (4 credits)
- DSCI 691 Models for Problem Solving (4 credits) **or**
- MIS 671 Problem Formulation, Data Presentation and Research Methods (4 credits)

Management Information Systems (MIS) Concentration

Information technology (IT) has been at the forefront of productivity improvements in most organizations for the past 25 years, and will likely continue for the foreseeable future. Adding the MIS Concentration will better prepare you to manage in any organization in which IT is a major force in the delivery of its goods and services. Metropolitan State is well known for the strength of its offerings in MIS. The approach of the MIS Concentration allows you to meet the dual goals of a strong business degree with recognized special expertise in IT.

Some of the major skill areas covered in the MIS Concentration are:

- IT strategy and Internet strategy;
- electronic commerce;
- Enterprise Resource Planning (ERP);
- knowledge management;
- Customer Relationship Management (CRM);
- managing the IT function;
- project management;
- process analysis and design;
- technology management; and
- telecommunications.

MIS Concentration Courses (12 credits)

- MIS 600 Management Information Systems (4 credits) is required in the core MBA program and is a prerequisite for the MIS Concentration courses. Courses in the MIS Concentration include:

- MIS 671 Problem Formulation, Data Presentation and Research Methods (4 credits)
- MIS 683 Process Analysis and Design (2 credits)
- DSCI 620 Project Management (4 credits)

MIS Electives

- MIS 673 Knowledge Management (2 credits) is recommended

Marketing Concentration

Marketing is viewed as integral to a firm's overall business activity. Marketing is dynamic as organizations continuously improve the products and services they offer, research the constantly changing needs of their customers, and monitor the ongoing threat of their competitors. Marketing also is strategic, and planning is critical for the acquisition and retention of customers and the vitality of stockholders, employees, suppliers, and channel intermediaries.

Specific knowledge and skills to be developed include:

- skill development in conducting environmental scanning, analyzing competition, and developing alternative strategies and organizational activities to maximize company resources and the marketing and business plans;
- advanced applications of the use of current research in order to make business decisions;
- analysis of consumer behavior to satisfy both the needs of customers and the firm's marketing objectives;
- current study and analysis of supply chain issues, including a concentration on maximizing the use of the supply and value chains; and
- analysis of logistical issues and processes involving the management of supply chains and information systems.

Marketing Concentration Courses (12 credits)
The Marketing Concentration consists of 12 credits beyond MKTG 600 Marketing Management:

- MKTG 642 Design and Management of Advertising Programs (4 credits)
- MKTG 690 Strategic Marketing Planning (4 credits)
- MKTG 652 Supply Chain Management (2 credits)
- MIS 653 Supply Chain Information Systems (2 credits)

Finance Concentration

All major decisions in corporations are influenced by financial analysis. The required Phase I finance course (Finance 601) presents models which are used for such decisions, but it does not go into the depth required for people who work professionally in finance. The Finance Concentration coursework is designed to prepare you for professional work in the fields of corporate finance, investments, insurance and commercial banking.

Some of the major skill areas covered include:

- financial modeling;
- valuation of investment projects, instruments and firms;
- understanding financial markets;

- risk assessment and risk management; and
- cost of capital.

Finance Concentration Courses (12 credits)

The Finance Concentration in the MBA degree consists of three, 4-credit courses beyond FIN 601 Financial Management. Choose three of the following four courses:

- FIN 550G International Finance (4 credits)
- FIN 511G Investments and Portfolio Analysis (4 credits)
- FIN 595G Strategic Finance (4 credits)
- ACCT 515G Financial Statement Analysis (4 credits)

Admission Criteria

Admission Decisions/Categories

The College of Management Graduate Admissions Committee evaluates your application for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate business study. The committee uses a formula of your weighted GPA x 200 + your total GMAT score; a minimum score of 1025 is required to be considered for admission. If you meet all application requirements, you may be a candidate for full admission to the program. If you have one or more prerequisite courses to complete and your application otherwise supports the conclusion that you can successfully undertake graduate study, you may be granted conditional admission to a program. As a conditionally-admitted student, you must complete these prerequisites prior to completing any graduate course work. A letter grade of C- is required for all prerequisite courses. Applicants denied admission may not take graduate level courses in any College of Management graduate program.

Reapplication for Denied Applicants

If your application for admission to the program is denied, you may reapply for admission only after a minimum of six months has passed after the denial. You will need to demonstrate a substantive difference in the reapplication to be considered for admission.

If your application to the program is denied, you may apply for another College of Management graduate program. A new application form must be accompanied by a $20 application fee, a new goals essay, updated resume, two new references and GMAT scores and/or assessment test scores appropriate to the degree for which you are applying.

English and Quantitative Competence Assessment

All College of Management students, except those in special international cohort programs, are expected to demonstrate English and quantitative competence at a level to ensure success in graduate studies. If your abilities are assessed to be inadequate for graduate study, you may be required to enroll in appropriate undergraduate courses until your skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

Orientation

Once you are fully admitted to a College of Management graduate program, you are required to attend a graduate student orientation session before or during your first semester of course work. If you do not attend an orientation session, a hold will be placed on your records preventing you from registering for further graduate classes until you attend orientation.

Application Requirements

Applicants should allow 7-10 business days for review once all required application materials are received and sent to the College of Management Graduate Admissions Committee.

To be considered for admission you must submit:

- Application
- Non-refundable application fee
- Official transcripts from all universities attended, including any graduate work
- Test scores
- Current resume
- Goals essay
- References

See Applying to the Program for details on the requirements, deadlines and International Student application requirements.

Transfer Credits

Once fully admitted, you may transfer up to 16 credits into the program. A course is accepted in transfer only if no degree was granted and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators.

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management graduate or certificate program. Only courses for which you receive a letter grade of C (2.0) or better count toward degree requirements, and a cumulative grade point average of 3.0 is required for graduation. If you receive a letter grade of C+ or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C+ or below in two courses, you will be dismissed from the graduate program. The policy for an "incomplete" grade is consistent with University policy. That is, an incomplete grade must be satisfied by the end of the following semester; otherwise, you will automatically fail the course. Your instructor may set a completion date prior to the end of the following semester, in which case, you must comply with that date; otherwise, you will fail the course.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The admissions committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your degree. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the College of Management dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have five years from your first semester of graduate study to complete your degree program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Program Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the degree program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the program. The Admissions Committee reviews your request and responds in writing, specifying degree completion requirements and deadline for completion. You may be required to satisfy degree requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the degree program. Reactivation decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

College of Management Outstanding Student Award

During your final semester of course work, you may be nominated by the faculty for the College of Management Outstanding Student Award. Nominees are evaluated on the basis of their academic performance in their graduate degree program, as well as achievements in their community and professional contributions. All finalists are recognized in the commencement program, and the outstanding student receives special recognition during commencement. The outstanding student's name will be placed on a permanent plaque in the College of Management.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

Other Recognition

The College of Management is also a member of the Association to Advance Collegiate Schools of Business (AACSB) and ascribes to its curriculum standards. The Minnesota Society of Certified Public Accountants (MNCPA) has selected Metropolitan State to deliver the College of Management MBA program to its members.

Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
- Authors of applied and refereed publications
- Experienced in their academic fields.

David Bahn, PhD, Allen Bellas, PhD, Barbara Beltrand, MBA-CPA, David Bouchard, PhD, Grover Cleveland, DBA, Steven Creason, JD, Timothy Delmont, PhD, Jennifer Dosch, MBA-CMA, James Fatzinger, MBA, Ken Hess, PhD, Paul Huo, PhD (Dean), Roger Israel, DPA, Katryna Johnson, PhD, Nancy Nentl, PhD, Hameed Nezhad, PhD, David O'Hara, PhD, Narasimha Paravastu, PhD, Roger Prestwich, PhD, Jayant Saraph, PhD, Gary Seiler, PhD, Jennifer Schultz, PhD, Francis Schweigert, PhD, Michael Sher, PhD, Adrianne Slaymaker, DBA, Joel Wilson, MBA-CPA, Michael Wilson, PhD, Minh Vo, PhD, Carol Bormann Young, PhD.

Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields.The College of Management assures the quality of its community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

Contact Information

Office Location
1300 Harmon Place
Minneapolis, MN 55403

Mailing Address
College of Management
Graduate Programs Office
Metropolitan State University
1501 Hennepin Ave
Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Master of Computer Science (MS)

Program Overview

The Master of Science in Computer Science (MSCS) is an innovative 34-credit program that provides advanced training in the theory and practice of computer science. It focuses on two of the key areas in modern computing: distributed systems and computer security. The program has been designed to:

- strike a healthy balance between theory and practice;
- help students acquire the ability to read and assimilate highly technical material;
- deepen the student's technical knowledge;
- enable students to solve complex problems;
- help the student to effectively respond to rapid technological changes;
- develop well organized presentations and written materials; and
- enhance the student in a career in computing.

The MS in Computer Science program consists of 28 credits of coursework, which includes 12 credits focused on distributed computing and security and an additional 16 credits of electives. All MSCS students will learn about research methodologies, scholarly research, and professional writing in a 2-credit ICS 698 Research Seminar. An applied project or original thesis in computer science must also be completed.

In keeping with Metropolitan State's commitment to working adults, the master's program in computer science offers evening and online classes, with flexible program choices to suit individual professional goals.

Program Outcomes

At the time of graduation, students will have:

- A solid foundation in the concepts of distributed systems and computer security.
- A good knowledge of the major research areas in Computer Science.
- The ability to do literature survey related to research problems in Computer Science, and obtain the necessary background information to further explore the problems.
- The skill to write up research results and present them orally.

Curriculum

Prerequisites
Students lacking both relevant undergraduate course work and professional experience may be asked to complete a recommended course of study as a prerequisite to graduate work. A maximum of eight credits of such undergraduate work may be used toward the graduate degree with advisor approval. The following Metropolitan State University courses (or transfer equivalents) are recommended before admission to the program:

- ICS 441 Foundations of Computing Theory (4 credits)
- ICS 460 Computer Networks (4 credits)
- ICS 462 Operating Systems (4 credits)

Major Requirements
To complete the program, the student must complete 34 credits of approved work, which include:

- one course in computer security (4 credits)
- one course in distributed systems (4 credits)
- a second course in either computer security or distributed systems (4 credits)

- the research seminar course (2 credits)
- a set of elective courses covering advanced material in computer science. (Electives may include additional work in distributed systems or security or may be taken from other advanced topics.) (16 credits)
- completion of a theoretical problem (thesis option) or practical research project under the guidance of a full-time faculty member of the department. The student must submit a written report of his/her work to a graduate committee and later make an oral presentation of the work. (4 credits)

Distributed Systems

- ICS 611 Distributed Database Systems (4 credits)
- ICS 625 Web Services and Service-Oriented Architectures (4 credits)
- ICS 640 Distributed Algorithms (4 credits)
- ICS 661 Wireless Technologies (4 credits)
- ICS 662 Distributed System Design (4 credits)

Security

- ICS 682 Cryptography and Computer Security (4 credits)
- ICS 684 Cyberspace Security Engineering (4 credits)
- ICS 686 Design of Information Assurance Systems (4 credits)

Electives

- ICS 664 Real-Time Operating Systems (4 credits)
- ICS 670 Contemporary Issues in Software Engineering (4 credits)
- ICS 672 Pattern-Oriented Software Construction (4 credits)
- ICS 650 Simulation and Modeling (4 credits)
- ICS 690 Special Topics in Computer Science (4 credits)

Research Seminar and Project or Thesis

- ICS 698 Research Seminar (2 credits)
- IICS 660I Student Designed Independent Study for project or thesis (4 credits)

ICS 698 Research Seminar should be completed before the research project or thesis is undertaken. ICS 698 Research Seminar is designed to help students learn more about current research topics in the major areas of computer science and to become more familiar with the research process.

All MSCS students must complete either a graduate research project or a graduate thesis for 4 credits. In a typical project, the student will do some conceptual development followed by an implementation. The thesis option requires students to do original research. A thesis option is more appropriate if the student wishes to pursue doctoral studies.

Students may register for variable number of credits (1-4) per semester for graduate project or thesis. But the total credits earned from thesis or project must be no less than four

Admission Criteria

- BA/BS from an accredited institution with course work relevant to computer science with a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale)
- Two professional recommendations

In addition, the applicant must have good problem solving skills using high level programming languages and a good knowledge of fundamental computer science concepts including data structures, algorithms, and systems architecture and operating systems.

Appeals

In some cases, professional experience may take the place of relevant undergraduate course work. For those who do not meet the admission requirements outlined above, an appeal can be made by:

- obtaining an interview with the director of the graduate program;
- taking undergraduate computer science courses to fill in missing knowledge;
- documenting work experience by submitting a resume;
- earning high scores on the GRE; and
- performing satisfactorily in graduate level computer science classes taken before admission.

Application Requirements

Applicants should allow 7-10 business days for review once all required application materials are received and sent to the College of Management Graduate Admissions Committee.

To be considered for admission you must submit:

- Application
- Non-refundable application fee
- Official transcripts
- Test scores
- Current resume
- References

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Transfer Credits

A maximum of eight (8) graduate credits from other universities or departments may be used for graduate credit with advisor approval. Courses used for the award of another degree at Metropolitan State or any other university may not be used again for graduate credit in the MSCS program. Regardless of other coursework, the student must complete at least 22 credits of ICS coursework at the 600-level at Metropolitan State University.

Academic Standing

To remain in good academic standing, the student must:

- earn a grade of B- or better in all courses;
- maintain a cumulative GPA of 3.0;
- successfully complete at least one approved course within one academic year of admission; and
- finish the program within six calendar years of admission.

Students who earn a grade less than B- in more than two classes (undergraduate or graduate level) will be dismissed from the program. Students whose GPA falls below 3.0 you may be given multiple semesters to bring their GPA back to 3.0 or higher. Failure to remain in good academic standing will result in dismissal from the program. A dismissed student must reapply for admission to continue in the program. If readmitted, the student may be asked to repeat some or all of the courses taken previously.

Time to Completion

From the semester they are admitted to the program, students will have 12 semesters (not counting summers) to complete the program.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the degree program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the program. The Admissions Committee reviews your request and responds in writing, specifying degree completion requirements and deadline for completion. You may be required to satisfy degree requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the degree program.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

Faculty

Brahma Dathan (graduate program director and department chair), Sue Fitzgerald, Larry Gottschalk (on sabbatical leave for FY10), KuoDi Jian, Jigang Liu, Milt Luoma, and Michael Stein

Contact Information

Office Location
700 Seventh Street E
New Main, Room L110
Saint Paul, MN 55106
651-793-1471

Master of Science in Criminal Justice (MSCJ)

Program Overview

The Master of Science in Criminal Justice is designed to provide practitioners with the advanced knowledge and abilities needed for effective, ethical leadership in today's criminal justice organizations. The program is strongly focused on preparing graduates who can comprehensively analyze current issues in the field and identify and implement solutions to the problems facing the criminal justice system. The program seeks to include a diversity of students who have worked in a wide variety of criminal justice agencies in order to draw upon their experiences, learn about best practices, and apply them to important issues in the criminal justice field.

The program is structured as a hybrid (partially on-line and partially on-campus) to best meet the needs of working adults. We believe adult learners are self-directed and mature, bringing a diversity of experience to the educational environment. Because adult students are able to assume major responsibilities for their learning, the faculty serves primarily as facilitators. The use of adult learning principles and multiple teaching strategies reflects the faculty's belief in students as unique persons with their own cognitive abilities, feelings, and values who have the potential for growth and self-directedness.

Program Outcomes

- Demonstrate a comprehensive knowledge of the criminal justice system at an organizational, inter-organizational, and societal level;
- Demonstrate advanced knowledge of criminological theory and the ability to apply appropriate theory to contemporary criminal justice problems and issues;
- Understand the nature of the research process, formulate research questions and conduct applied research projects designed to address criminal justice problems;
- Demonstrate an understanding of the issues related to culture and diversity in the criminal justice system;
- Demonstrate ethical practice and critical thinking in a criminal justice leadership role;
- Demonstrate the ability to assess programs and policies intended to solve criminal justice problems;
- Demonstrate an understanding of best practices in the criminal justice field and how to apply them to current situations;
- Demonstrate written and oral communication at a level appropriate for effective leadership;

Curriculum

Students admitted to the Master of Science in Criminal Justice will take 23 semester credit hours of required coursework and 9 semester hours of elective credits. Master's courses will provide for the development of advanced knowledge and skills in the following areas:

- criminological theory
- criminal justice administration and leadership
- applied research, planning and program evaluation
- community building

- diversity and cultural competence
- ethics
- critical thinking

Students will attend Saturday classes two times a month and the remaining course work will be completed through the on-line platform, Desire to Learn. Saturday classes will be a full day with two separate classes (one in the morning and one in the afternoon). Classes will be held on Metropolitan State's Brooklyn Park Campus. Two classes will be offered per semester. Upon completion of 8 of the required courses, students will enroll in CJS 690 (Capstone) where they will conduct an applied research project in their area of work experience. This project is where students will apply the academic portion of their coursework to a real-life practical problem that has great potential to benefit the student and the criminal justice field.

Courses

The courses in the program include the following:

- CJS 600 Introduction to Graduate Studies in Criminal Justice (2 credits)
- CJS 610 Research Design and Methods (3 credits)
- CJS 615 Program and Policy Evaluation (3 credits)
- CJS 620 Crime Causation and Prevention (3 credits)
- CJS 625 Diverse Populations and Community Building in an Urban Environment (3 credits)
- CJS 630 Criminal Justice Systems and Best Practices (3 credits)
- CJS 635 Ethical Issues and Problem-Solving in the Criminal Justice System (3 credits)
- CJS 690 Capstone (3 credits)
- 9 credits (3-course minimum) of approved electives

Admission Criteria

This is a competitive program that will admit students once each year (in the spring semester) for a start date the following fall semester. To be considered for admission, a student is expected to have completed a bachelor's degree by the end of the spring semester before beginning graduate coursework. Students graduating the summer before the program begins will need to wait until the following year to apply to the program. The Master of Science in Criminal Justice Admissions Committee will make admissions decisions on the basis of the following:Earned baccalaureate degree from a regionally accredited university;

- Cumulative GPA of 3.0 at the undergraduate degree-granting university or demonstrated competency on an assessment exam (program-specific assessment exam taken at Metropolitan State University, free of charge.) Students who have already completed the GRE and have scores of 450V, 550Q, and 4W, can provide their official score in lieu of our assessment exam.
- Two full years of experience in a law enforcement agency (civilian or sworn), criminal justice agency, or non-profit/for-profit social service or security agencies that have significant interaction with either law enforcement or criminal justice;
- Successful completion of the pre-requisite course, Introduction to Criminal Justice;

Application Requirements

- Graduate Application
- Non-refundable application fee
- Official Transcripts
- Proof of completion of Introduction to Criminal Justice
- Resume
- Goals Essay
- Two letters of recommendation

See Applying to the Program for application information, details on the requirements, deadlines and International Student application requirements.

Transfer Credits

Students may transfer up to nine semester credits as program electives. The course work must have been taken from a regionally accredited university and an official transcript provided. The credits that are being requested for transfer must have been taken at the graduate level (a course number of at least 500 or higher) and completed with a grade of at least a "C". Students requesting transfer of non-criminal justice courses into the program must justify how they support career goals and supplement the core courses in the program.

Time to Completion

Students completing two courses a semester (including summer) will complete the program in two years.

Students have seven years from their first semester of graduate study to complete the degree program requirements. Students may request an extension of the time limit by writing to the Graduate Coordinator in the School of Law Enforcement and Criminal Justice. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the Graduate Coordinator and are not automatic and cannot be appealed.

Academic Standing

Students must maintain satisfactory academic progress to remain in the graduate program.

Only courses for which students receive a letter grade of C (2.0) or better count toward degree requirements; and a cumulative grade point average of 3.0 is required for graduation.

If a student receives a letter grade of C+ or below in any graduate course, he/she will be placed on academic probation. If a student receives a letter grade of C+ or below in two courses, he/she will be dismissed from the graduate program.

If a student has been dismissed from the program for unsatisfactory academic progress, he/she may apply for readmission after one calendar year has passed. To reapply, students must submit an updated resume and a letter to indicating what circumstances have changed and how he/she plan to successfully complete the program. The admissions committee reviews the request and responds in writing.

Only courses in which students receive a letter grade are applied toward the degree. The option of a competence/no competence with a narrative transcript is not available to graduate students.

Reactivating into the Program

If a student is in good academic standing who has not registered for courses for three or more consecutive semesters, he/she must apply to reactivate into the degree program. To reactivate, the student must submit an updated resume and a letter to the School of Law Enforcement Admissions Committee expressing a desire to reactivate into the program. The Admissions Committee reviews the request and responds in writing, specifying degree completion requirements and deadline for completion. Students may be required to satisfy degree requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the degree program.

Faculty

Program faculty have extensive experience as criminal justice educators. They also have working experience in a variety of criminal justice areas, both as practitioners and researchers. Most hold a doctoral degree and are the Resident Faculty in the School of Law Enforcement and Criminal Justice.

Contact Information

Academic program related questions can be directed to Dr. Susan Hilal at susan.hilal@metrostate.edu or by calling 763-657-3756

Application process related questions can be directed to the Graduate Studies Office at graduate.studies@metrostate.edu or by calling 651-793-1940

Database Administration Graduate Certificate

Program Overview

The Database Administration (DA) Certificate is an exciting certificate program that offers students not only an excellent education in this critical area of IT, but also provides a great head start toward moving into an MIS masters degree. The program was developed in consultation with the Metropolitan State MIS Advisory Committee (MISAC) and the Center for Strategic Information Technology and Security (AdvanceIT), a Metropolitan State University Center of Excellence. The Committee and the Center supported the curriculum development and design as being consistent with our vision for graduate education in Database Administration.

This program is designed to provide both strategic and operational expertise in the administration of database and related technologies, and to provide a strong background and ability to use databases and related systems in providing strategic advantage to modern firms OK The DA Certificate program is designed based on a review of national standards for this area, including those from the Data Management Association International Foundation Committee on the Advancement of Data Management in Post Secondary Institutions, and the database administration components of the MSIS (Masters of Science in Information Systems) 2006 standards developed in conjunction with the ACM (Association of Computing Machinery).

Program Outcomes

The expected outcomes include

- improved preparation for management in an increasingly information-intensive world,
- ability to develop organizational strategies based on using MIS as competitive tools, and
- broadening of your knowledge of MIS management areas, including project management, and of MIS technology and its application.

Curriculum

- MIS 600 Management Information Systems (4 credits)
- DSCI 620 Project Management (4 credits)
- MIS 653 Supply Chain Information Systems (2 credits)
- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 658 Advanced Database Administration (2 credits)
- MIS 680 Introduction to Information Assurance (4 credits)
- MIS 683 Process Analysis and Design (2 credits)
- MIS 685 Data Warehousing and Data Mining (2 credits)

If the MIS Coordinator determines that you have full prior competence in a certificate course, you may be given credit for the competency and allowed to take sufficient alternate credits to meet the total credit requirement of the certificate (e.g. if you have completed a graduate 4 credit Project Management course that is accepted, you would be allowed to consider that function completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Coordinator).

Admission Criteria

To be considered for admission to the MIS Graduate Certificate Program, you must submit evidence of the following:

- A bachelor's degree earned from an accredited institution
- Principles of basic statistics and knowledge of Microsoft Office applications
- At least one year of full-time professional work experience is recommended.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Current resume
- Essay
- Test Scores

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Transfer Credits

Once fully admitted, you man transfer up to 8 credits reflecting comparable content into your graduate program. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators and allow you to take alternate credits to meet the credit total (see note above in Curriculum).

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward certificate requirements; and a cumulative grade point average of 3.0 is required for graduation.

If you receive a letter grade of C or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C or below in two courses, you will be dismissed from the graduate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The Admissions Committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the College of Management Dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The Dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have two years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the certificate program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the Admissions Committee reviews your request and responds in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

Accreditation

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Higher Learning Commission
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Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
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- Experienced in their academic fields.

David Bahn, PhD, Allen Bellas, PhD, Barbara Beltrand, MBA-CPA, David Bouchard, PhD, Grover Cleveland, DBA, Steven Creason, JD, Timothy Delmont, PhD, Jennifer Dosch, MBA-CMA, James Fatzinger, MBA, Ken Hess, PhD, Paul Huo, PhD (Dean), Roger Israel, DPA, Katryna Johnson, PhD, Nancy Nentl, PhD, Hameed Nezhad, PhD, David O'Hara, PhD, Narasimha Paravastu, PhD, Roger Prestwich, PhD, Jayant Saraph, PhD, Gary Seiler, PhD, Jennifer Schultz, PhD, Francis Schweigert, PhD, Michael Sher, PhD, Adrianne Slaymaker, DBA, Joel Wilson, MBA-CPA, Michael Wilson, PhD, Minh Vo, PhD, Carol Bormann Young, PhD.

Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields. The College of Management assures the quality of its community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

Contact Information

Office Location
1300 Harmon Place
Minneapolis, MN 55403

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College of Management
Graduate Programs Office
Metropolitan State University
1501 Hennepin Ave

Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Information Assurance (Security) Graduate Certificate

Program Overview

New information technologies arrive at lightning speed, allowing us to share information across town, across the country, or around the world faster than ever before. The need for organizations to manage the security needed to make these technologies safe and useful is crucial. The Information Assurance (Security) Certificate program is designed to meet the fast-moving needs of security professionals from a managerial perspective, addressing national standards for this area.

The National Security Agency's (NSA) Information Assurance Directorate is dedicated to providing information assurance solutions that keep our information systems safe from harm, thus protecting national security. Metropolitan State University is committed to enhancing its initiative in information assurance by offering the Graduate Certificate Program in Information Assurance through the College of Management Metropolitan State University has been designated as a Center of Excellence in Information Assurance (security) by the National Security agency (NSA).

Program Outcomes

This program:

- provides students and organizations with education, information, and training which focuses on how to respond to cyber threats or cyber criminals
- helps students and organizations develop and deploy policies and other safeguards of information assets.

Fully Accredited
The Committee on National Security Systems (CNSS) and The National Security Agency (NSA) certify that Metropolitan State University offers a set of courseware that has been reviewed by National Level IA Subject Matter Experts and determined to meet National Training Standards for Information Systems Security (INFOSEC) Professionals, CNSS National Standards 4011, 4013, and 4016. These include:

- NSTISSI-4011, National Training Standard for Information Systems Security (INFOSEC) Professionals
- CNSSI-4016, National Information Assurance Training
- CNSSI-4016, National Information Assurance Training Standard for Risk Analysts (RA)

Curriculum

- MIS 600 Management Information Systems (4 credits)
- MIS 683 Process Analysis and Design (2 credits)

- MIS 675 - Risk Analysis and IT (2 credits)
- MIS 680 - Introduction to Information Assurance (4 credits)
- MIS 681 - Data, Network Security & Convergence Issues (4 credits)
- MIS 682 - Analysis/Assessment of Strategic Security Planning, Audit (4 credits)

If the MIS Coordinator determines that you have full prior competence in a certificate course, you may be given credit for the competency and allowed to take sufficient alternate credits to meet the total credit requirement of the certificate (e.g. if you have completed a graduate 4 credit Management Information Systems course that is accepted, you would be allowed to consider that function completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Coordinator).

Admission Criteria

To be considered for admission to the MIS Graduate Certificate Program, you must submit evidence of the following:

- A bachelor's degree earned from an accredited institution
- Principles of basic statistics and knowledge of Microsoft Office applications
- At least one year of full-time professional work experience is recommended.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Current resume
- Essay
- Test Scores

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Transfer Credits

Once fully admitted, you man transfer up to 8 credits reflecting comparable content into your graduate program. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators and allow you to take alternate credits to meet the credit total (see note above in Curriculum).

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward certificate requirements; and a cumulative grade point average of 3.0 is required for graduation.

If you receive a letter grade of C or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C or below in two courses, you will be dismissed from the graduate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The Admissions Committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program
If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the College of Management Dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The Dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have two years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program
If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the certificate program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the Admissions Committee reviews your request and responds in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

Accreditation

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Higher Learning Commission
30 North LaSalle Street, Suite 2400

Chicago, IL 60602-2504
312-263-0456

Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
- Authors of applied and refereed publications
- Experienced in their academic fields.

David Bahn, PhD, Allen Bellas, PhD, Barbara Beltrand, MBA-CPA, David Bouchard, PhD, Grover Cleveland, DBA, Steven Creason, JD, Timothy Delmont, PhD, Jennifer Dosch, MBA-CMA, James Fatzinger, MBA, Ken Hess, PhD, Paul Huo, PhD (Dean), Roger Israel, DPA, Katryna Johnson, PhD, Nancy Nentl, PhD, Hameed Nezhad, PhD, David O'Hara, PhD, Narasimha Paravastu, PhD, Roger Prestwich, PhD, Jayant Saraph, PhD, Gary Seiler, PhD, Jennifer Schultz, PhD, Francis Schweigert, PhD, Michael Sher, PhD, Adrianne Slaymaker, DBA, Joel Wilson, MBA-CPA, Michael Wilson, PhD, Minh Vo, PhD, Carol Bormann Young, PhD.

Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields. The College of Management assures the quality of its community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

Contact Information

Office Location
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Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Master of Arts in Liberal Studies (MA)

Program Overview

The Master of Liberal Studies (MA) is a student-centered, interdisciplinary graduate program designed for individuals who have successfully completed a bachelors degree. Admitted students progress from an introductory seminar through a series of team-taught courses to explore advanced liberal arts themes and issues through methodologies drawn from several disciplines. Students create major research projects aligned with their personal educational goals, and support and develop their work on these projects through a series of graduate-level supporting study courses or independent studies. For

each student, the Master of Liberal Studies program culminates in the creation of a self-directed capstone project that draws from and builds upon the program as a whole.

Program Outcomes

An admitted Master of Liberal Studies student begins by taking "MLS 600 Introductory Seminar," which teaches methods of interdisciplinary inquiry through variable topics within which students craft individual projects. Arising from interactions with seminar team teachers, and with other students, one of the seminar's outcomes is analysis and refinement of each student's educational objectives, within the framework of Master of Liberal Studies program resources.

Following MLS 600, a student then selects at least three iterations of "MLS 620 Master of Liberal Studies Exploration." Topics vary, but each MLS 620 encourages interdisciplinary inquiry, with opportunities to pursue individual interests as these relate to the Exploration's theme. For example, a student interested in world politics and economics might take an Exploration on the topic of globalism. Students also select 12 credits of supporting study at the 500G or higher level, which can include independent studies or internships.

A student may register for "MLS 690 Master of Liberal Studies Capstone" upon completion of MLS 600 and at least 24 credits in the Master of Liberal Studies program (at least 8 supporting study credits, and at least 8 credits in MLS 620's); and with an approved Capstone Project Proposal. The MLS 690 Capstone revolves around the facilitation and completion of students' self-directed capstone projects, broadly defined not only to include research papers, but projects, artwork, or performances that would, however, include a reflective written component.

Curriculum

Program Curriculum (32 credits)

- MLS 600 Introductory Seminar
- MLS 620 Master of Liberal Studies Exploration (1)
- MLS 620 Master of Liberal Studies Exploration (2)
- MLS 620 Master of Liberal Studies Exploration (3)

Supporting Study Coursework (12 credits)
Must be at the 500G level or higher, in courses, independent studies, or internships as appropriate.

- MLS 690 Master of Liberal Studies Capstone Course

Sequence
MLS 600 is a student's first Master of Liberal Studies course, and MLS 690 is the last. Apart from that there is significant flexibility in the order or pace at which a student takes Master of Liberal Studies courses.

Admission Requirements

To be considered for admission, a student is expected to have completed a bachelor's degree before beginning Master of Liberal Studies coursework. The Master of Liberal Studies Admissions Committee will make admissions decisions on the basis of the following:

- Official copy of transcripts showing a BA or BS degree from an accredited institution; a major or significant coursework in liberal arts disciplines; and a minimum GPA of 3.00 from the degree-granting institution.
- Two letters of recommendation from individuals familiar with the applicant's intellectual preparation for advanced liberal arts study.
- A resume or vita (The admissions committee will value occupational and/or community experience relevant to advanced liberal arts study, in addition to academic preparation.)
- The Purpose Essay, written by the applicant about his/her interests and goals in pursuing advanced liberal arts study.
- A writing sample, either from an earlier upper-division liberal arts course, or written in response to questions given in the "Graduate Application Checklist" in the MLS Application Packet

See Applying to the Program for application packets and details on the requirements and deadlines.

Pre-application Interviews
It is strongly recommend that those considering the MLS program arrange an informational interview with the MLS director before submitting their applications.

Transfer Credits

Up to 8 graduate credits earned at another accredited institution (or at Metropolitan State University before MLS admission) may be applied to the MLS program.

Academic Advising

Since its founding, Metropolitan State University has emphasized a student-centered educational philosophy, with strong faculty involvement in advising. For MLS students, advising occurs in several ways. One is embedded in "MLS 600 Introductory Seminar," where students articulate their MLS educational objectives.

Each MLS student will also be assigned a graduate faculty advisor, who can advise students towards appropriate course selection, and also help to arrange creative learning strategies, including customized independent studies and internships.

As a student nears completion of the MLS, the advisor also helps with the appointment of a faculty consultant from a discipline related to the student's evolving capstone project. The faculty consultant reviews a student's capstone project, and thus in addition to the team teachers of MLS 690, can advise to reinforce cohesion and quality in the final stages of a student's MLS.

Contact Information

For questions, or application materials contact:
Professor Lawrence Moe
Director, Master of Liberal Studies Program

Lawrence.Moe@metrostate.edu
Phone 651-793-1429
Fax 651-793-1446

Mailing Address
Master of Liberal Studies Program
Metropolitan State University
700 East Seventh Street
Saint Paul, MN 55106-5000

Master of Management Information Systems (MMIS)

Program Overview

The Master of Management Information Systems (MMIS) represents an important state-of-the-art concept in graduate education in the field of management information systems (MIS). Merging management and technology education, it is designed to help both technically-oriented information technology (IT) professionals and those from other fields gain expertise in the management of information systems in modern organizations. The MMIS promotes Metropolitan State's well-known ability to tie theory to practice, with a cutting-edge MIS education designed to have a "shelf life" that outlasts successive generations of hardware and software. The program core gives a strong background in management and information technology areas. Flexibility in elective courses, plus applications emphasis throughout courses, internships and the final integrative project gives one a strong base for the future.

The program is designed to serve several distinct groups Information management professionals who need a strong mix of management theory and practice along with technological competence. This group needs more technical education than an MBA student, but less than a student who will be working in a purely technical capacity.

- General management professionals who need to understand how to manage the technical and IT aspects of their organizations. These students need the mix of management and technical work that leads to stronger technological understanding and analytical skills, resulting in stronger general management in firms where IT is a part of their competitive strategy.
- Technical professionals who need to upgrade and update their technological skills while also updating their analytical and management abilities. Technical and project managers also need this type of mix, as well as systems analysts and managers who will be progressing in their careers. Any managerial or higher level professional in organizations where IT is important will find the MMIS of great value.

The MMIS prepares you in the areas of:

- strategic IT management;
- IT strategy and Internet strategy; supply chain management;
- IT security management;
- electronic commerce;
- enterprise resource planning (ERP);

- globalization;
- human factors;
- knowledge management;
- customer relationship management (CRM);
- managing the IT function (operationally); added distinction project management;
- systems analysis and design;
- social networking strategies for organizations
- information analytics and business intelligence technology management; and
- telecommunications.

The MMIS serves the target groups by offering a choice of distinct concentrations:

Information Management Concentration

The information management concentration has a mixture of general management, IS/IT management, and management-level conceptual technical knowledge that enables you to understand the business environment and its management while being prepared to oversee or interact with technical staff in meeting information management needs. Professionals in all organizations will find this a valuable management education.

Online MMIS

There is also an option to take the Information Management Concentration online, called the Online MMIS. This track allows you to complete the MMIS degree with nearly all online classes, to assist those where travel schedules, location or other factors make online delivery desirable. It also accommodates professionals who need the schedule flexibility provided by online education. In this track, all courses are specified (limited electives) to allow consistency in the application of the curriculum. Specific courses are required for this option, and one in-class section may be required. Contact the program for more information on this option.

Systems Management Concentration

The systems management concentration takes a more technical approach. Upon completion of this program, systems analysts, technical analysts and managers will be updated on the latest techniques and approaches to developing the information systems of their organizations, and will be competent to lead and manage systems development projects as well as managing less technical functions.

Program Outcomes

The MMIS program goal is to prepare you for management, high-level work and potential leadership in management information systems and related fields, and general management in organizations where information technology is important. The program targets working adults who desire high quality applied MIS education along with solid theory.

Program Objectives

- prepare for management of IS, IT, and related functions;
- prepare to be a leader in the integration of IT into the firm to help meet organizational goals;
- prepare for management of IT planning processes; and
- prepare general managers of firms for broader strategic uses of IT.

Curriculum

The Prerequisite Phase assesses and ensures your readiness to begin graduate work in management information systems. Prerequisite courses include College Algebra, Financial Accounting, Statistics and a programming language. You may not take MMIS Phase I, II or III program classes until these prerequisite courses have been completed and you are fully admitted to the program.

Note: Because this program does not require a GMAT, GRE or equivalent test, a special assessment process has been developed for evaluating your application. This process may generate requirements for admission that include preparatory work in a required discipline that may not count toward graduation. For example, math and written analysis are primary areas of assessment. This preparatory work assures that high quality instruction is maintained throughout the program.

Phase I focuses on the functional disciplines of business and organizations as they apply to modern information systems. It provides a solid grounding in the core IT competencies, management, and marketing theories, processes and skills needed by managers in today's rapidly changing environment.

Phase II consists of relevant electives which you choose to best meet your own educational and career needs. Electives may focus on one of several disciplines or be a mix of courses from a number of topical concentrations. Some electives are prescribed as part of specific tracks - please see Track descriptions for details.

Phase III is the synthesis and capstone phase. The work in this phase calls for you to integrate what you have learned in previous courses and professional experiences to form a coherent picture of IT management within organizations. The program makes use of an innovative applied project to "bring it all together." Effective communication is fundamental to good management, and so you are expected to demonstrate writing skills by completing a written report about your work on this project, which is performed with a cohort.

Course Requirements (44 credits)

Information Management Concentration

Prerequisites
The following prerequisite courses must be completed before you can take any graduate-level courses or be admitted to the MMIS program: ACCT 210 Financial Accounting (4 credits) or equivalent

- MATH 115 College Algebra (4 credits) or equivalent
- STAT 201 Statistics (4 credits) or equivalent
- Four (4) credits of a visual programming language or equivalent

Phase I (28 credits)

- MIS 600 Management Information Systems (4 credits)
- MIS 671 Problem Formulation, Data Presentation and Research Methods (4 credits)
- MIS 673 Knowledge Management (2 credits)
- MIS 683 Process Analysis and Design (2 credits)
- MIS 685 Data Warehousing and Data Mining (2 credits)
- MGMT 620 Organizational Behavior (4 credits)

- DSCI 620 Project Management (4 credits)
- MKTG 600 Marketing Management (4 credits)
- MIS 653 Supply Chain Information Systems (2 credits)

Phase II (12 credits)

You will choose 12 elective credits to meet your own IT career goals/needs/choices from the MMIS electives listed in the Schedule. A Two Year Schedule is provided on the MMIS Web site which details electives. This was in original, and allowed variation among tracks and allowed students to get both Certificates and MMIS. May need to be re-thought in new environment, but his is current rationale.

Phase III (4 credits)

MIS 699 Integrative Capstone Project (4 credits)

Cohorts are formed each spring semester to do applied IT projects. Twin Cities' organizations are solicited for IT-management-related, systems development or other related projects. Experienced senior faculty oversee teams which determine clients' perceptions and create both team and individual reports.

System Development Concentration

Prerequisites

The following prerequisite courses must be completed before you can complete any graduate classes or be admitted to the MMIS program:

- ACCT 210 Financial Accounting (4 credits) or equivalent
- MATH 115 College Algebra (4 credits) or equivalent
- STAT 201 Statistics (4 credits) or equivalent 4 credits of a programming language or equivalent
- Four (4) credits of a visual programming language or equivalent

Phase I (30 credits)

- MIS 600 Management Information Systems (4 credits)
- MIS 657 Database and Client/Server Systems (2 credits)
- MIS 660 Management of Advanced Application Design (2 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)
- MIS 671 Problem Formulation, Data Presentation and Research Methods (4 credits)
- MIS 683 Process Analysis and Design (2 credits)
- DSCI 620 Project Management (4 credits)
- MKTG 600 Marketing Management (4 credits)

Phase II (10 credits)

You will choose 10 elective credits to meet your own IT career needs/choices from the MMIS electives listed in the Schedule. A Two Year Schedule is provided on the MMIS Web site which details electives.

Phase III (4 credits)

MIS 699 Integrative Capstone Project (4 credits)

Cohorts are formed each spring semester to do applied IT projects. Twin Cities' organizations are solicited for IT-related, systems development or other related projects. Experienced senior faculty oversee teams which determine clients' perceptions and create both team and individual reports.

Generally, nearly all MMIS courses are available as online courses

Admission Criteria/Process

Admission Decisions/Categories
The College of Management Graduate Admissions Committee evaluates your application for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate business study. If you meet all application requirements, you are given full admission to the program. If you have one or more prerequisite courses to complete and your application otherwise supports the conclusion that you can successfully undertake graduate study, you may be granted conditional admission to a program. As a conditionally-admitted student, you must complete these prerequisites prior to completing any graduate course work. Applicants denied admission may not take graduate level courses in the program.

Registration by Undergraduate Students
With permission of the MMIS Coordinator, you may register "special" graduate level prerequisite courses during your last semester of undergraduate studies.

Reapplication for Denied Applicants
If your application for admission to the program is denied, you may reapply for admission only after a minimum of six months has passed after the denial. You will need to demonstrate a substantive difference in the reapplication to be considered for admission.

If your application to the program is denied, you may apply for another College of Management graduate program. A new application form must be accompanied by a $20 application fee, a new goals essay, updated resume, two new references and GMAT scores and/or assessment test scores appropriate to the degree for which you are applying

English and Quantitative Competence Assessment
All College of Management students, except those in special international cohort programs, are expected to demonstrate English and quantitative competence at a level to support success in graduate studies. If your abilities are assessed to be inadequate for graduate study, you may be required to enroll in appropriate undergraduate courses until your skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

COM Graduate Student Orientation
Once you are fully admitted to a College of Management graduate program you will be required to attend a graduate student orientation session before or during your first semester of course work. If you do not attend an orientation session, a hold will be placed on your records preventing you from registering for further graduate classes until you attend orientation.

Application Requirements

Applicants should allow 7-10 business days for review once all required application materials are received and sent to the College of Management Graduate Admissions Committee.

To be considered for admission you must submit:

- Application
- Non-refundable application fee
- Official transcripts
- Test scores
- Current resume
- Goals essay
- References

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Transfer Credits

Once fully admitted, you may transfer up to 8 credits into your graduate program. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators.

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management graduate or certificate program.

- Only courses for which you receive a letter grade of C (2.0) or better count toward degree requirements; and a cumulative grade point average of B (3.0) is required for graduation.
- If you receive a letter grade of C or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C or below in two courses, you will be dismissed from the graduate program.
- If you have been dismissed from a College of Management graduate or certificate program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The admissions committee reviews your request and responds in writing.
- Only courses in which you receive a letter grade are applied toward your degree. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program
If you are removed from a graduate or certificate program for unsatisfactory academic progress, you may appeal the removal to the College of Management dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the

letter notifying you of the decision to remove you from the program. The dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Reactivating into the Program
If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the degree program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the program. The admissions committee reviews your request and responds in writing, specifying degree completion requirements and deadline for completion. You may be required to satisfy degree requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the degree program.

Time to Completion

You have five years from your first semester of graduate study to complete your degree program requirements and two years to complete your certificate requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management and are not automatic.

College of Management Outstanding Student Award

During your final semester of course work, you may be nominated by the faculty for the College of Management Outstanding Student Award. Nominees are evaluated on the basis of their academic performance in their graduate degree program, as well as achievements in their community and professional contributions. All finalists are recognized in the commencement program, the outstanding student receives special recognition during commencement, and is named as part of a permanent plaque in COM.

Accreditation

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The MMIS is compatible with the MSIS (Master of Science in Information Systems) 2006 Graduate Curriculum Standards established by the Association for Computing Machinery (ACM) and Association for Information Systems (AIS), which are two key standards-setting bodies in the MIS field.

Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
- Authors of applied and refereed publications
- Experienced in their academic fields.

David Bahn, PhD, Allen Bellas, PhD, Barbara Beltrand, MBA-CPA, David Bouchard, PhD, Grover Cleveland, DBA, Steven Creason, JD, Timothy Delmont, PhD, Jennifer Dosch, MBA-CMA, James Fatzinger, MBA, Ken Hess, PhD, Paul Huo, PhD (Dean), Roger Israel, DPA, Katryna Johnson, PhD, Nancy Nentl, PhD, Hameed Nezhad, PhD, David O'Hara, PhD, Narasimha Paravastu, PhD, Roger Prestwich, PhD, Jayant Saraph, PhD, Gary Seiler, PhD, Jennifer Schultz, PhD, Francis Schweigert, PhD, Michael Sher, PhD, Adrianne Slaymaker, DBA, Joel Wilson, MBA-CPA, Michael Wilson, PhD, Minh Vo, PhD, Carol Bormann Young, PhD.

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MIS Generalist Graduate Certificate

Program Overview

Metropolitan State University offers graduate certificate programs designed to meet the rapidly-evolving needs of information systems and business professionals in the field of management information systems (MIS).

If you are a general business graduate with workplace experience in information systems or an MIS or other IT technical professional, the MIS Generalist Certificate brings you up to speed on important MIS management issues. The program helps you understand new MIS technologies and how to manage them and be aware of important new strategies for managing many architectures including internet-based or distributed computing environments, and many others. You also learn project management skills that are crucial in the MIS environment and in great demand in the marketplace. Finally, you will learn how to integrate many new MIS and management models.

Program Outcomes

The expected outcomes include

- improved preparation for management in an increasingly information-intensive world,
- ability to develop organizational strategies based on using MIS as competitive tools, and
- broadening of your knowledge of MIS management areas, including project management, and of MIS technology and its applications.

Curriculum

- MIS 600 Management Information Systems (4 credits)
- DSCI 620 Project Management (4 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 663 Strategic Management of Technology and Innovation (4 credits)
- MIS 671 Problem Formulation, Data Presentation and Research Methods (4 credits)

If the MIS Coordinator determines that you have full prior competence in a certificate course, you may be given credit for the competency and allowed to take sufficient alternate credits to meet the total credit requirement of the certificate (e.g. if you have completed a graduate 4 credit Project Management course that is accepted, you would be allowed to consider that function completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Coordinator).

Admission Criteria

To be considered for admission to the MIS Graduate Certificate Program, you must submit evidence of the following:

- A bachelor's degree earned from an accredited institution
- Principles of basic statistics and knowledge of Microsoft Office applications
- At least one year of full-time professional work experience is recommended.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Current resume
- Essay
- Test Scores

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements.

Transfer Credits

Once fully admitted, you may transfer up to 8 credits reflecting comparable content into your graduate program. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the

course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators , and allow you to take alternate credits to meet the credit total (see note above in Curriculum).

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management graduate certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward certificate requirements; and a cumulative grade point average of 3.0 is required for graduation.

If you receive a letter grade of C or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C or below in two courses, you will be dismissed from the graduate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The Admissions Committee reviews your request and responds in writing.

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Appeal of Unsatisfactory Academic Progress Removals from the Program

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Time to Completion

You have five years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the certificate program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the Admissions Committee reviews your request and responds in

writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

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Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields.The College of Management assures the quality of its community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

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Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Master of Science in Nursing (MSN)

Program Overview

The Master of Science in Nursing (MSN) prepares registered nurses for advanced nursing roles or prepares individuals who hold baccalaureate degrees in fields other than nursing for a nursing career. (See Entry Level MSN for further details.) Graduate certificates in Leadership and Management, Nursing Educator or Public Health Leadership and Management provide focused education for Master's prepared individuals.

Registered nurses that hold a baccalaureate in nursing or students completing a baccalaureate in nursing and who will have no more than 16 outstanding credits at the time of application in nursing can choose from the Leadership and Management (LMN) track, the Public Health Nursing Leadership (PHNL) track, or the Nurse Educator track (NE). The MSN curriculum combines foundational courses, such as nursing science, integrative care, and research methods, with skill and role development courses designed for the specific area of specialization.

Classes are conveniently scheduled, with many courses offered online or in a web-enhanced format. The coursework in the MSN program is designed to foster faculty engagement with students from our region. Courses offered in a predominantly online format may require mandatory participation in on-campus seminars and immersion experiences throughout the program.

At the time of admission, prospective students indicate the area of emphasis or track they wish to pursue. The LMN, PHNL, and NE tracks can be completed in a minimum of two years. Part time options are available in each track. Preparation for adult/geriatric and family nurse practitioner roles is transitioning to a BSN to DNP program in the future.

The MSN is available to Women's Health Care Nurse Practitioners (WHCNPs) who were certified through Planned Parenthood of Minnesota/South Dakota. Course work for this Master's only option for WHCNPs does not include practica requirements.

A Post-Master's Graduate Certificate option is offered on a space available basis for RNs who hold a master's degree in nursing and would like to expand their practice to include PHNL, LMN or Nurse Educator preparation. The program of study is individually designed with a faculty advisor based on curricular and certification requirements.

The Wound, Ostomy, Continence (WOC) Program is online course work that prepares the post-baccalaureate RN to take the WOC certification exam. Students are directed to www.webwocnurse.com for complete information about the WOC program.

Students are responsible for knowing and adhering to current Department of Nursing student policies in place at the time of admission.

Program Outcomes

The MSN program is designed to:

- provide nursing education that is accessible and flexible;

- prepare nurses to respond to the increasingly complex health care needs of individuals, families and communities;
- contribute to the advancement of nursing practice and the discipline of nursing; and
- collaborate with educational and service partners to foster expanded practice and research opportunities.

Upon completion of the program, you are able to:

- apply theories and concepts from nursing and other disciplines into advanced nursing roles;
- demonstrate critical thinking processes in advanced nursing roles;
- demonstrate competence in advanced nursing practice roles;
- apply the principles of ethical decision making
- integrate cultural sensitivity in advanced nursing practice;
- demonstrate leadership in improving the delivery of health care;
- use a process of scholarly inquiry in advanced nursing practice.

Mission

The mission of the Department of Nursing is to prepare registered nurses to advance professional nursing and enhance the health of underserved and diverse populations. The entire College of Nursing and Health Sciences is committed to academic excellence, collaborative community involvement and promotion of faculty scholarly activities.

Curriculum

To earn the MSN degree, students must successfully complete the core and supporting course requirements, the specific track requirements, and the culminating experience. To ear a post-master's graduate certificate, students must successfully complete the specialty course requirements and the individualized plan of study. Curricular requirements for each track are linked below.

- Leadership and Management (LMN)
- Nurse Educator (NE)
- Public Health Nursing Leadership (PHNL)
- Women's Health Care Nurse Practitioner (WHCNP)
- Post-Master's Graduate Certificate Option
- Wound, Ostomy, Continence Certification (WOC)

Admission Criteria

A 3.00 cumulative GPA calculated from all course work and evaluation of all transcripts (undergraduate and graduate) is the minimal requirement for full admission to the post-BSN Master of Science in Nursing (MSN) program at Metropolitan State University. Entrance is competitive and the selection process is based on cumulative GPA, evaluation of applicant essay, references and the interview if requested.

An interview with member(s) of the Graduate MSN Admissions Committee may be required for qualified applicants according to established admissions committee procedures.

Denial of Admission

Applicants with poor academic records or limited probability of succeeding in graduate work may be denied both admission to the MSN program and permission to take graduate courses. Applicants may also be denied if the Department of Nursing concludes that they do not meet the professional standards commonly required for students earning a graduate degree in nursing and/or have stated professional goals that are incompatible with program offerings.

Special Students

Registered nurses who are not admitted to the MSN program may register for nursing courses with the consent of the Graduate Academic Advisor/Recruiter if there is space available in the class. Refer to the Department of Nursing policy procedure governing special students. Approval is based on the judgment that the student has the academic and/or experiential background to successfully complete the course.

Pre-Practicum Requirements

Prior to beginning the practicum experience, information must be submitted to the Department of Nursing which may include but is not limited to:

- Acceptance of Compliance with Agency Requirements
- Communicable Disease Immunity
- Verification of hours of RN work experience
- Current CPR certification
- Minnesota Department of Human Services Background Study Form
- MSN Authorization for Release of Student Background Study Information
- Nursing Student Release Form
- Evidence of an unencumbered license with current registration to practice in Minnesota and the state(s) in which practicum will be conducted
- Student liability coverage
- Evidence of current health insurance
- HIPAA training information

Requirements must be valid for the duration of practicum experiences.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Current unencumbered license
- Goal essay
- Two references
- Computer proficiency

See Applying to the Program for application packets and details on the requirements and deadlines.

Transfer Credits

With the approval of the Department of Nursing, students may apply certain credits earned in other accredited graduate programs toward their Metropolitan State degree. Students may request that up to

8 graduate semester credits apply toward the MSN degree completion. This total includes graduate credits taken at Metropolitan State University as a special student prior to admission to the MSN program. Cross-listed courses taken for graduate credit while enrolled in the Metropolitan State RN-BSN program are not included in the 8 credit total.

Evaluation of Credentials of Graduates of Foreign Nursing Schools

In accordance with University Policy 2000, graduates of foreign nursing schools who apply to the nursing program are required to have transcripts evaluated by the Credentials Evaluation Service offered by the Commission on Graduates of Foreign Nursing Schools (CGFNS.) The full Education Course by Course report will serve as the basis for the transcript evaluation needed for admission to the university and the nursing program

Time to Completion

All requirements for the MSN degree must be completed within six years of the first semester of enrollment in the MSN program. Student requests for a one-time extension of up to one year may be considered if, prior to expiration of the initial six years, the student makes a written request to the College of Nursing and Health Sciences Student/Faculty Affairs Committee. The request should include the rationale for the request, a detailed plan regarding completion of degree requirements, and a target completion date.

Enrollment Status

Full-time versus part-time status varies by program and semester. At Metropolitan State University, full time is considered 8 or more graduate credits; part-time status is less than 8 graduate credits per semester.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456.

The MSN program is accredited by the Commission on Collegiate Nursing Education.

Financial Aid

A limited number of scholarships for MSN students are available through employers or organizations such as the American Cancer Society or the Veteran's Administration. For information and application forms, call the Financial Aid Office at 651-793-1414 or contact them via the university Web site.

Faculty

Faculty include Brenda Becker, MA, RN; RN, CNP, Joyce Bredeson, MSN, RN; Brian Goodroad, DNP, RN, ANP; Judith Graziano, PhD, RN; Ann Leja, DNP, RN; Deborah Matthias-Anderson, MSN, RN; Christine Milbrath, EdD, RN, Suzanne Narayan, PhD, RN; Jody Orfield, MSN, RN; Carol Reid, MSN, RN; Ellen

Schultz, PhD, RN; Ruth Staus, DNP, RN, GNP; Marjorie Webb, MSN, RN, ACNP; Lorene Wedeking, PhD, RN.

Contact Information

For more information about the Master of Science in Nursing or Post Master's Graduate Certificate Options, visit Metropolitan State's College of Nursing and Health Sciences Web site at www.metrostate.edu/cnhs or contact the academic advisor for graduate programs.

Mailing Address
College of Nursing and Health Sciences
Saint John's Hall
700 E. Seventh Street
Saint Paul, MN 55106

Nursing Leadership and Management Track (LMN)

To earn the MSN degree, the LMN student must complete 40-41 credits distributed in the following areas. The specific courses that meet these requirements are listed below.

Core Course Requirements (13 credits)

- NURS 601 Nursing Science
- NURS 602 Ethical Dimensions for Nursing Practice
- NURS 603 Foundations of Integrative Care
- NURS 604 Advanced Nursing Research*
- NURS 605 Health Policy and Leadership

*NURS 604 prerequisite: STAT 301, STAT 500, PSYC 307, or equivalent upper division inferential or graduate-level statistics course (covering content through on-way ANOVA) completed within the previous five years.

Management Core Requirements (23-24 credits)

- NURS 608 Epidemiology
- NURS 646 Nursing Informatics
- NURS 647 Leadership in Health Care Systems
- MGMT 620 Organizational Behavior
- MGMT 660 Managing a Diverse Workforce
- NPM 671 Financial Decision Making in Non-Profit Organizations
- Elective (3-4 credits)

Suggested Electives:

- PSYC 618 Program Evaluation
  Note: NURS 604 must be completed prior to taking PSYC 620
- PSYC 620 Grants in Community Based Practice

- NPM 672 Nonprofits and Social Change
- DSCI 691 Models for Problem Solving
- MTKG 690 Strategic Marketing Planning

LMN Practicum Requirements (2 credits; 200 clock hours)

- NURS 670P Practicum in Leadership and Management

Culminating Experience

- NURS 693 Scholarly Paper Seminar
- End-of-Program Presentation

Total LMN Track Requirements: 40-41 credits

Nurse Educator Track (NE)

To earn the MSN degree, the NE student must complete 36-40 credits distributed in the following areas. The specific courses that meet these requirements are listed below.

Core Course Requirements (15 credits)

- NURS 601 Nursing Science
- NURS 602 Ethical Dimensions for Nursing Practice
- NURS 604 Advanced Nursing Research*
- NURS 605 Health Policy and Leadership
- NURS 647 Leadership in Health Care Systems

*NURS 604 prerequisite: STAT 301, STAT 500, PSYC 307, or equivalent upper division inferential or graduate-level statistics course (covering content through on-way ANOVA) completed within the previous five years.

Education Core Requirements (16-20 credits)

- NURS 680 Foundations of Education in Nursing
- NURS 681 Innovative Teaching Strategies
- NURS 682 Curriculum Design and Evaluation
- MGMT 683 Evaluation in Nursing Education
- Two electives

Suggested Electives
Students may select electives which align with their educational goals. Students considering clinically focused teaching roles are encouraged to select:

- NURS 608 Epidemiology
- NURS 609 Pharmacology for Advanced Practice Nursing

- NURS 610 Pathophysiology for Advanced Practice Nursing

Additional electives to consider:

- NURS 603 Foundations of Integrative Care
- NURS 607 Family Health Nursing
- NURS 646 Nursing Informatics
- Electives from other fields of study
- Advanced Nursing Education Practicum (various credits)
  Students planning to continue their education in a DNP program may wish to add optional clinical teaching practicum to their program.

NE Practicum Requirements (3 credits; 300 clock hours)

- NURS 684P Practicum in Classroom Teaching
- NURS 685P Practicum in Clinical Teaching

Culminating Experience (2 credits)

- NURS 693 Scholarly Paper Seminar
- End-of-Program Presentation

Total Nurse Educator Track Requirements: 36-40 credits

Public Health Nursing Leadership Track (PHNL)

Prerequisite to Admission

Successful completion of the University of Minnesota's Regent's Certificate in Public Health Practice Core Concepts.

To earn the MSN degree, the PHNL student will first successfully complete the University of Minnesota's Regent's Certificate in Public Health Core Concepts. Fifteen credits from the Regent's Certificate will transfer to the MSN at Metropolitan State University. The student will then complete the requirements as listed.

Core Course Requirements (11 credits)

- NURS 601 Nursing Science
- NURS 603 Foundations of Integrative Care
- NURS 604 Advanced Nursing Research*
- NURS 605 Health Policy and Leadership

*NURS 604 prerequisite: STAT 301, STAT 500, PSYC 307, or equivalent upper division inferential or graduate-level statistics course (covering content through on-way ANOVA) completed within the previous five years.

Management Core Requirements (14 credits)

- NURS 646 Nursing Informatics
- NURS 647 Leadership in Health Care Systems
- MGMT 660 Managing a Diverse Workforce
- NPM 671 Financial Decision Making in Non-Profit Organizations

Practicum Requirements (2 credits; 200 clock hours)

- NURS 670P Practicum in Leadership and Management

Culminating Experience (2 credits)

- NURS 693 Scholarly Paper Seminar
- End-of-Program Presentation

Total PHNL Track Requirements: 29 credits plus the Regent's Certificate

Women's Health Care Nurse Practitioner Track (WHCNP)

The Department of Nursing, through a cooperative agreement with Planned Parenthood of Minnesota/South Dakota (PPM/SD), offers a master's degree-completion opportunity to Women's Health Care Nurse Practitioners (WHCNP) who are certified through PPM/SD since 1993 or later (without selecting a new role option). In addition to the MSN admission requirements, students must retain a Women's Health Planned Parenthood Certificate.

To earn the MSN degree, the Master's Only WHCNP student must complete 26 semester credits distributed in the areas below. No clinical practica hours are required. The specific courses that meet these requirements are listed below.

Core Course Requirements (13 credits)

- NURS 601 Nursing Science
- NURS 602 Ethical Dimensions for Nursing Practice
- NURS 603 Foundations of Integrative Care
- NURS 604 Advanced Nursing Research*
- NURS 605 Health Policy and Leadership

*NURS 604 prerequisite: STAT 301, STAT 500, PSYC 307, or equivalent upper division inferential or graduate-level statistics course (covering content through on-way ANOVA) completed within the previous five years.

Nursing and Supporting Course Requirements (11 credits)

- NURS 607 Family Health Nursing
- NURS 608 Epidemiology

- NURS 609 Pharmacology for Advanced Practice Nursing
- NURS 610 Pathophysiology for Advanced Practice Nursing

Culminating Experience

- NURS 693 Scholarly Paper Seminar
- End-of-Program Presentation

Total Master's Only WHCNP Track Credits: 26 credits

Entry Level Master of Science in Nursing (MSN)

Program Overview

This program is a seven semester program designed for those who hold a bachelor's degree in a non-nursing field. Upon completion students will be awarded a Master of Science degree in nursing and be eligible to take the NCLEX-RN exam and to be a registered nurse. This program will require a full-time commitment for seven semesters including two summers.

Curriculum

After being accepted into the program, students will successfully complete 60 credits of nursing coursework, 29 of which are at the undergraduate level and 31 at the graduate level.

- NURS 304 Fundamental Concepts of Professional Nursing (4 credits)
- NURS 306 Principles of Pharmacology for Nursing (3 credits)
- NURS 309 Nursing Care During Illness (3 credits)
- NURS 325 Health Assessment (3 credits)
- NURS 400P Integrative Practicum I (3 credits)
- NURS 401 Introduction to Modeling and Role Modeling (1 credit)
- NURS 402 Ethical Dimensions for Nursing Practice (2 credits)
- NURS 409 Nursing Care of Children and Families (3 credits)
- NURS 410 Applied Pathophysiology (4 credits)
- NURS 460 Psych/Mental Health Nursing (3 credits)
- NURS 600P Intensive Practicum II (3 credits)
- NURS 601 Nursing Science (3 credits)
- NURS 604 Advanced Nursing Research
- NURS 614 Geriatric Nursing (2 credits)
- NURS 645P Intensive Practicum III (3 credits)
- NURS 646 Nursing Informatics (2 credits)
- NURS 647 Leadership in Health Care Systems (4 credits)
- NURS 656 Community Health Nursing (4 credits)
- NURS 690P Capstone Practicum (4 credits)
- NURS 696 Advanced Care Management (3 credits)

Admission Criteria

The following requirements are necessary for admission to the Department of Nursing.

- Cumulative GPA of 3.0 (4.00 scale) calculated from all college coursework
- Background check

Background Check
Under the 1995 amendments to the Vulnerable Adults Act, individuals who provide direct contact service to patients or residents of facilities licensed by the Minnesota Department of Health must undergo a background check. Persons who participate in a clinical placement as part of an educational program are among those affected by the law.

An individual who is disqualified from having direct patient contact as a result of a negative background study is not permitted to participate in a clinical placement in a Minnesota-licensed health care facility. This could result in ineligibility to qualify for a degree.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Prerequisites completed

See Applying to the Program for application packets and details on the requirements and deadlines.

Nursing Post-Master's Graduate Certificate

A Post-Master's Graduate Certificate option is offered on a space available basis for the RN who holds a master's degree in nursing and would like to add or enhance leadership and management or educator skills. The program of study to earn an LMN, PHLM, NE (proposed) post-graduate certificate is individually designed with a faculty advisor based on specialty curricular and certification requirements. A minimum of 10 graduate credits are required for the certificate program.

The Wound, Ostomy, Continence (WOC) Program is online course work that prepares the post-baccalaureate or the Master's prepared RN to take the WOC certification exam. Students are directed to www.webwocnurse.com for complete information about the WOC program.

Doctorate of Nursing Practice (DNP)

Program Overview

The Doctor of Nursing Practice (DNP) is as a collaborative program through a consortium of four universities: Metropolitan State University; Minnesota State University, Mankato; Minnesota State University, Moorhead; and Winona State University. This degree prepares nurses with a master's degree in nursing who wish to gain the advanced clinical, organizational, economic, and leadership competencies necessary in an increasingly complex healthcare environment.

The DNP courses are offered primarily online. This structure provides flexibility along with opportunities for shared experiences and discussion with others across the state and the country. Students attend an immersion orientation at the beginning of the program and attend class via distance technology throughout the program. The program concludes with the annual capstone scholarly project presentation event.

Structured around the American Associate of Colleges of Nursing (AACN) Essentials for Doctoral Education of Advanced Practice, the DNP teaches students to translate research into clinical practice, lead organizational change initiatives and, influence population health and policy development. The DNP addresses the nationally recognized and documented need for preparation of nurses who can effectively address the rapidly evolving, complex health care needs. On a national level, nurse practitioners, clinical nurse specialists, certified nurse anesthetists, and nurse midwives will be required to be educated at the DNP level in the future.

Program Outcomes

Graduates of the DNP program will be able to:

- evaluate scientific underpinnings that contribute to translation of nursing research to improve practice;
- evaluate nursing actions that influence health care outcomes for individuals, families, and populations;
- use knowledge gained through evaluation of nursing actions that influence health outcomes to improve care delivery, patient outcomes, and systems management;
- evaluate evidence pertaining to direct care of patients and management of care for individuals, families, systems, and populations; and
- translate evidence gained through evaluation of direct care of patients and management of care for individuals, families, systems, and populations to improve practice and implement health policy.

Curriculum

The DNP program curriculum is a post-nursing master's program structured around the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education. Course content builds upon the master's degree and consists of a minimum of 36 credits. Doctoral didactic and clinical coursework culminates in completion of an evidence-based clinical capstone project. Throughout the course sequence, students will work with clinical experts and graduate faculty with expertise in applied research. A variety of teaching and learning approaches, primarily distance learning, will be used.

Course Requirements

- NURS 700 Theoretical Foundations for Nursing Practice
- NURS 701 Applied Biostatistics
- NURS 702 Clinical Scholarship and Analytical Methods for Advanced Nursing Practice
- NURS 704 Clinical Prevention and Population Health
- NURS 706 Organizational and Systems Leadership
- NURS 740 Clinical Scholarship I
- NURS 750 Clinical Scholarship II

- NURS 760 Clinical Scholarship III
- NURS 770 Clinical Scholarship IV

Each Clinical Scholarship course includes 100 hours of clinical practice.

Required Elective

The DNP program requires that students complete a four semester credit elective course that will enhance their expertise within their specialty area or the content area of their DNP Capstone Project. The elective course must be a doctoral level course and can be taken at any of the consortium home institutions or at any other nationally accredited academic institution*.

*Subject to change

Admission Requirements

- Graduation with a minimum cumulative grade point average of 3.0 on a 4.0 scale, from a CCNE or NLNAC accredited master's program in nursing.
- Registered nurse licensure in the state where the student expects to conduct her or his clinical practicum.
- Eligibility for licensure in Minnesota.
- Applicants may be in advanced nursing positions including nurse executive, nurse informatician, nurse educator, clinical nurse specialist, nurse midwife, nurse anesthetist, or nurse practitioner. Certification: Nurse practitioner, clinical nurse specialist, nurse anesthetist, and nurse midwife applicants must have the respective national certification needed for practice.

Students eligible for admission may be invited to interview with the DNP program faculty. Interviews will be conducted as soon as possible after the review of the applications.

Home University

Admitted students will be assigned to one of four consortium universities which will act as the student's home university. This assignment is based on a match between the student's phenomenon of interest and faculty expertise.

Application Criteria

- DNP Application
- Non-refundable application fee
- Transcripts
- Professional references
- Goal statement and phenomenon of interest
- Resume

See Applying to the Program for application packets and details on the requirements and deadlines.

Transfer Credits

Transfer of doctoral level courses into the student's program of study can include coursework that substitutes for required courses or meets the requirements of elective coursework. Consistent with institutional and system policy, all coursework to be considered for transfer into the DNP program must be at the doctoral level from nationally accredited academic institutions and must be completed after the student is enrolled in the DNP program. A maximum of 4 credits can be transferred into the student's plan of study.

Time to Completion

Enrollment Status
Students enroll on a part time basis. Students enroll in approximately 4 credits per semester and complete the program in approximately 10 semesters.

Progression
All degree requirements including DNP program credits, transfer credits, and all other program requirements must be completed within five years of the start of DNP coursework. Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the Program Management Council requesting an extension of the time limitation.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and is a member of the North Central Association.

Faculty

A key benefit of this consortium model is the availability of doctorally prepared faculty from four institutions brining practice and research interests to the preparation of students. Faculty members from Metropolitan State University include:

Brian Goodroad, DNP, RN, ANP; Judith Graziano, PhD, RN; Ann Leja, DNP, RN; Christine Milbrath, EdD, RN, Suzanne Narayan, PhD, RN; Ellen Schultz, PhD, RN; Ruth Staus, DNP, RN, GNP; Lorene Wedeking, PhD, RN

Contact Information

Metropolitan State University
College of Nursing and Health Sciences
Saint John's Hall
700 East Seventh Street
Saint Paul, MN 55106

Master of Science Oral Health Care Practitioner (MSOHCP)

Program Overview

The MSOHCP program provides quality graduate educational opportunities that enable students to successfully fulfill a new and exciting role serving the oral health needs of clients.

The MSOHCP program promotes community-minded health care practices and prepares practitioners to provide assessment and evaluation, preventive, restorative, and therapeutic services to underserved members of our communities. This program is designed to give dental hygienists with a baccalaureate degree the theoretical and applied skills necessary for the advanced dental therapist as defined by Minnesota Statute Section 2 [150A.01]. Graduates of this program will be eligible for licensure as Dental Therapists and credentialed as an Advanced Dental Therapists in the state of Minnesota.

The Master of Science Oral Health Care Practitioner Program is a full-time, graduate program which combines classroom based and web-enhanced courses with laboratory, simulation and clinical learning environments to present the unique curriculum designed to prepare advanced dental therapists. This program engages students in inter-disciplinary experiences with members of the dental care team and the broader health care team.

The program has three primary developmental phases for a total of 44 graduate credits:

- **The science and foundation phase** focuses on working within diverse communities, communication across cultures, understanding health care needs and the incidence of disease across populations and advancing care through evidence based practice. This phase consists of 8 credits.
- **The clinical practice development phase** advances the assessment, collaboration and care provision skills unique to this role. This phase consists of 31 credits and includes the laboratory, simulation and clinical experiences.
- **The leadership phase** concentrates on extending health system and public policy knowledge and developing leadership skills. This phase is the synthesis phase of the program. The capstone project integrates evidence and quality improvement methods and the various learning experiences in the evaluation of a relevant clinical question. This phase consists of 5 credits.

Program Outcomes

Upon completion of the program, students will be able to:

- Evaluate theories and concepts from dentistry and other disciplines for application in advanced oral health practice;
- Demonstrate critical thinking in advanced oral health practice;
- Demonstrate competence in oral health practitioner practice;
- Apply the principles of ethical decision making and cultural competence in advanced oral health;
- Demonstrate leadership in improving the delivery of health care;
- Work in partnership with a collaborative management agreement dentist and other health care professionals;
- Use a process of scholarly inquiry in oral healthcare practitioner practice.

About the Department of Dental Hygiene

Mission
Metropolitan State University Department of Dental Hygiene's mission is to prepare licensed dental hygienists for advanced practice and enhance the oral health of underserved and diverse populations. Programs are built on academic excellence and support the value that advanced education is essential to the delivery of quality, safe, accessible, cost-effective oral healthcare. The Department of Dental

Hygiene is committed to collaborative community involvement, emphasizing ethics and social responsibility.

Goals

The goals for the Dental Hygiene Programs are to:

- Prepare graduates who will be competent to provide quality comprehensive care that responds to the increasing oral health care needs of individuals, families and communities.
- Provide access to early interventions, quality preventive and primary oral health care, through collaborative referrals to dentists and other health care practitioners.
- Ensure admission of a qualified and diverse student population leading to an oral health care workforce that reflects the communities served.
- Participate in collaborative community health promotion with education and industry partners to foster expanded practice and research opportunities.
- Engage students in professional activities and lifelong learning to advance the profession and the discipline of dental hygiene.
- Provide outcomes that reflect relevant and current dental hygiene practice.

Curriculum

Program Courses
MSOHCP Interdisciplinary Didactic Courses

- NURS 608 Epidemiology
- NURS 605 Health Policy and Leadership
- NURS 6XX Designing for Excellence
- COMM 533 Theories and Explorations in Community-Based Intercultural Communication

MSOHCP Competency-Based Dental Courses

- DENH 610 Health Assessment and Oral Diagnostic Reasoning
- DENH 620 Pharmacology Principles of Clinical Application
- DENH 630 Management of Dental Emergencies and Urgent Care
- DENH 640 Community-Based Primary Oral Healthcare I
- DENH 650 Community-Based Primary Oral Healthcare II
- DENH 660 Community-Based Primary Oral Healthcare III
- DENH 670 Community-Based Primary Oral Healthcare IV
- DENH 680 Community-Based Primary Oral Healthcare V
- DENH 690 Advanced Specialty Practices
- DENH 700 Advanced Community Specialty Internship
- DENH 710 Comprehensive Competency-Based Clinical Capstone

Admission Requirements

The MSOHCP degree builds upon liberal arts and/or science-oriented baccalaureate degree or a post-baccalaureate certificate program in dental hygiene. The following are necessary for admission to the College of Nursing and Health Sciences:

- Cumulative GPA of 3.0 (calculated from all college coursework);
- Current dental hygiene licensure in good standing (must meet Minnesota requirements, including nitrous oxide and local anesthesia certifications);
- Prerequisite courses must be completed prior to the application deadline or documentation of completion of the competencies identified in the program prerequisite courses through previous coursework and/or work experience, the applicant may petition the requirement.

  Petitions may be obtained by contacting the academic advisor. Completion of pre-requisites does not guarantee entrance into the program. The program will have limited enrollment and Metropolitan State University reserves the right to determine admissions status.

Prerequisite Courses

- DENH 310 Collaborative and Advanced Dental Hygiene Practice
- DENH 320 Management of Oral Health Care Delivery
- DENH 420 Restorative Functions

Additional Program Requirements

Before MSOHCP students begin clinical dental courses the following must be met:

- Minimum number of hours of clinical dental hygiene practice;
- Evidence of professional liability insurance;
- Evidence of current vaccinations; and
- Successful background check.

The majority of dental courses will be taught at the clinical facilities of Normandale Community College (Bloomington). Advanced Specialty Practices and Advanced Community Specialty Internship will require that students travel to clinical sites throughout the greater Minneapolis/St. Paul metropolitan area for course completion.

Applications are reviewed for spring semester class start. Eligible applicants will be invited for an interview as a final step in the application process. A professional portfolio must be submitted at the time of the interview. See Applying to the Program for portfolio details.

Class size is limited to 15 students. Entrance is competitive. The selection process is based on cumulative GPA, prerequisite grades, evaluation of applicant essay, and an interview.

Orientation

Once you have been fully admitted to the program you will be required to attend a CNHS graduate student orientation session.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Dental Hygiene application
- Current unencumbered Minnesota Dental Hygienist license

- Goal essay
- Two references
- Computer proficiency form

See Applying to the Program for application packets and details on the requirements and deadlines.

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Nursing and Health Sciences graduate program.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

Faculty

Resident and community faculty members bring multiple specialties and areas of interest to their instruction. Many faculty members maintain an active dental practice. Community and resident faculty instructing core clinical courses hold DDS degrees.

Project Management Graduate Certificate

Program Overview

Project management is one of the fastest growing career fields in business. Organizations are increasingly using projects as a means of achieving their strategic objectives.

In response to this need, the College of Management is offering a Graduate Certificate and Concentration in Project Management. The required courses prepare students for the challenging field of Project Management by providing them with tools, skills, and knowledge necessary to initiate, plan, and implement projects successfully.

Some of the major skills areas covered include:

- Project planning, implementation, and control using Microsoft Project
- Request for Proposal (RFP) formulation
- Earned Value Analysis
- Computer-aided problem solving and decision making methodologies
- Systematic approaches to risk identification, risk modeling, risk impact assessment, response planning, and documentation
- Simulations using Microsoft Project, Crystal Ball, and Excel
- Techniques in data mining and visual display of quantitative data

- Team building, negotiation, and conflict resolution in projects
- Project management organizational options

Program Outcomes

Students completing the Project Management Certificate will be able to demonstrate the ability to:

- prepare, evaluate, and make proposal decisions
- develop, monitor, and implement project plans, using appropriate tools and techniques
- apply critical thinking, analyses, and strategies to complex business problems
- negotiate and manage conflicted situations
- identify, model, assess, and document risk management factors and
- present, explain, and market project-related information.

Curriculum

- DSCI 620 Project Management (4 credits)
- DSCI 630 Project Risk Management (4 credits)
- DSCI 691 Models for Problem Solving (4 credits) **or**
- MIS 671 Problem Formulation, Data Presentation and Research Method (4 credits)

To receive PMI certification and/or training contact PMI at www.PMI.org

Admission Criteria

To be considered for admission to the Project Management Graduate Certificate Program, you must submit evidence of the following:

- A bachelor's degree earned from an accredited institution
- At least one year of full-time professional work experience
- Principles of management and basic statistics and a basic knowledge of Microsoft Office.

Application Requirements

Applicants should allow 7-10 business days for review once all required application materials are received and sent to the College of Management Graduate Admissions Committee.
To be considered for admission you must submit:

- Application
- Non-refundable application fee
- Official Transcripts
- Test Scores
- Current resume
- Goals Essay
- Two References

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements.

Transfer Credits

Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course.

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management graduate or certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward certificate requirements; and a cumulative grade point average of 3.0 is required for graduation.
If you receive a letter grade of C+ or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C+ or below in two courses, or if your cumulative GPA is below 3.0 for two consecutive semesters, you will be dismissed from the graduate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The admissions committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the College of Management dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have two years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the certificate program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the program. The Admissions Committee reviews your request and responds in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

Accreditation

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Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

Faculty

All faculty members are:

- Holders of doctorates in their fields
- Authors of applied and refereed publications
- Professionally trained as advisors for applied research projects.
- Experienced in their employment fields.

David Bahn, Allen Bellas, David Bouchard, Steven Creason, Timothy Delmont, James Fatzinger, Ken Hess, Roger Israel, Katryna Johnson, Nancy Nentl, Hameed Nezhad, David O'Hara, Narasimha Paravastu, Roger Prestwich, Jayant Saraph, Jennifer Schultz, Francis Schweigert, Michael Sher, Adrianne Slaymaker, Joel Wilson, Michael Wilson, Minh Vo, Carol Bormann Young, Kenneth Zapp.

Contact Information

Office Location
1300 Harmon Place
Minneapolis, MN 55403

Mailing Address
College of Management
Graduate Programs Office
Metropolitan State University
1501 Hennepin Ave
Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Master of Arts in Psychology (MA)

Program Overview

The Master of Arts in Psychology degree provides access to high quality graduate education in psychology to students who are interested in the application of psychology to a variety of community and organizational-related issues. The program's theoretical orientation requires students to examine the complex relationships among individual, family and community well-being and the impact of the wider environment in which we live and work.

The program emphasizes community-based interventions rather than individualistic models of implementing change. (This is not a clinical or counseling psychology program.) The program's specialization in community psychology trains people to work with communities and organizations to help them develop, implement and evaluate innovative solutions to social problems. Prevention (rather than treatment) is a primary focus in this program along with empowerment, health promotion, community organizing and community development. Emphasis is placed on interventions that are designed around the needs and strengths of the community, and rooted in the wisdom and work of community members. Additional information about community psychology, including careers and resources, can be found on the Master of Arts Psychology page.

A minimum of 36 semester hours is required for the MA in Psychology degree. This includes:

- a set of four core courses (16 credits) to establish a solid foundation in community theory, interventions and research methodology;
- two practice-oriented courses (8 credits) focused on developing skills in program evaluation and community-based intervention;
- elective courses, independent study and practicum/internship experiences (8 credits minimum) that offer an opportunity for students to focus their work on their particular area of interest (such as development of community leadership, prevention of dating violence, empowerment, substance abuse prevention, gay and lesbian issues, families in a specific ethnic community, children in daycare centers, elderly, women's health and so forth); and
- a master's thesis (4 credits) that allows the student to carry out an original piece of research in an area of their choosing, thus honing their applied research skills and providing a capstone for their graduate training experience.

Program Outcomes

The goal of the psychology master's program is to provide students with an opportunity for both breadth and depth in an area of particular relevance to them. Students graduating from this program will have attained the following:

- an advanced understanding of the science and practice of psychology;
- an understanding of the intersection of race, class and gender issues and psychological theory;
- the ability to apply psychological principles to issues of concern in communities and organizations;
- skills and knowledge to assist in their work with communities and groups to create and sustain healthy settings;

- the ability to assess the impact of interventions;
- the ability to be critical consumers of the existing social science and psychological literature;
- the ability to pursue an in-depth study of the topic and community of most interest to the student; and
- the ability to independently conduct relevant applied research.

Curriculum

Core Courses (16 credits)

- PSYC 601 Principles of Community Psychology I (4 credits)
- PSYC 602 Principles of Community Psychology II (4 credits)
- PSYC 610 Quantitative Research Design for Community-based Research (4 credits)
- PSYC 615 Qualitative Methods and Analysis for Community-based Research (4 credits)

Additional information regarding other courses, master's thesis and practicum/internship requirements, and academic progress and achievement policies specific to the program are in the MA in Psychology Program Handbook.

Admission Criteria

Generally, new students accepted for the fall semester only. To be considered for admission to the MA Psychology program, you must:

- hold a baccalaureate degree (or equivalent) from an accredited college or university at the time you start the program with a cumulative GPA of 3.0 or higher;
- have a psychology major or major in a related field;
- have completed prerequisite courses:
    - general psychology (e.g., PSYC 100),
    - social or community psychology (e.g., PSYC 336 or PSYC 363),
    - a social science or psychology research methods course (e.g., PSYC 312, PSYC 317, or SSCI 311), and
    - statistics (e.g., STAT 201 or PSYC 307).

International students should note the additional university requirements described under Admission Information earlier in this catalog.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Letter of intent
- Current resume
- Three letters of reference

See Applying to the Program for application packets and details on the requirements and deadline.

Faculty

Resident Faculty: Kelly Hazel, August Hoffman, Kerry Kleyman, Heidi Malloy, Susan Rydell, Glen Spielmans, Gary Starr, Mark Stasson; Community Faculty: Rebecca Ericson, Dave Mathews, Alexandra Pierce, Barb Schillo.

Contact Information

Psychology Department
Master of Arts in Psychology Program
Metropolitan State University
1450 Energy Park Drive
Saint Paul, MN 55108-5218

Master of Public and Nonprofit Administration (MPNA)

Program Overview

The Master of Public and Nonprofit Administration (MPNA) is designed to prepare leaders of government and nonprofit agencies who are committed to the public good and skilled in managing human and financial resources. They also become better prepared to serve the public interest and to strengthen our communities.

The MPNA program is available in three formats: regular classroom-based courses, Web-enhanced courses in which students meet every other week in the classroom and do online work in between classes, and in a totally online format. You can choose the format you prefer, depending on your individual preferences or circumstances, including a mix of all three formats.

There are four sets of courses required to complete the MPNA degree.

- Five core courses in the MPNA program provide a solid grounding in the essential theories, processes and skills needed by managers in today's rapidly-changing environment. These courses total 18 credits and are required for all students in the program.
- Three track courses provide focused study in either public administration or nonprofit management, for a total of 12 credits.
- Four elective credits allow students to pursue their particular interests. Students may take advantage of 2-credit elective courses that are offered regularly in the MPNA program or take track courses from outside their selected track; they can also select graduate level courses from any program in the College of Management.
- The MPNA capstone seminar provides an opportunity for students to complete a significant study or project that integrates learning from their MPNA coursework and life experience.

Program Outcomes

Graduates of the MPNA Program should be able to:

- Conduct critical analysis of complex issues faced by public and nonprofit professionals

- Develop and apply a set of ethical principles to guide professional and accountable performance.
- Lead and manage organizations, programs and projects strategically, effectively and efficiently.
- Manage information and technology to support high quality decisions and evaluation
- Work effectively across sector, jurisdictional, organizational and professional boundaries
- Communicate effectively with a wide range of citizens, clients and consumers
- Understand and apply best practices in financial management
- Effectively and respectfully engage with diverse stakeholders in community environments

Curriculum

All MPNA students must complete the following:

Core Courses (18 credits)
Courses are listed in suggested order.

- MGMT 600 Practical Research Methods for Managers (2 credits)
  This course must be taken the first semester of graduate work.
- MGMT 620 Organizational Behavior (4 credits)
- ECON 635 Economics of Social Issues (4 credits)
- MPNA 660 Strategic Human Resource Management: Public and Nonprofit (4credits)
- MPNA 680 Information Management, Evaluation and Public Accountability (4 credits)
- MPNA 690 Public Ethics and the Common Good (2 credits)

Tracks (12 credits)
Choose one of the following tracks. Courses are listed in suggested order.

Public Administration Track

- PADM 600 Public Administration Foundations (4 credits)
- PADM 650 Public Policy Analysis (4 credits)
- PADM 675 Public Finance (4 credits)

Nonprofit Track

- NPM 600 Nonprofit Management Foundations (4 credits)
- NPM 650 Resource Development and Strategic Communications (4 credits)
- NPM 675 Nonprofit Financial Management (4 credits)

Students may take courses in both tracks, as long as they take at least one course from each of the following pairs of courses:

- PADM 600 or NPM 600
- PADM 650 or NPM 650
- PADM 675 or NPM 675

Electives (4 credits)

The MPNA program offers a different two-credit elective every term. Topics are announced one year in advance. Recently offered topics include:

- MPNA 699 Topics (specific topic will be selected each academic term)
- Community Economic Development
- International Issues in Public and Nonprofit Administration
- Advanced Leadership Seminar
- GIS for Public and Nonprofit Professionals

Students may also choose an additional MPNA track course or an appropriate graduate course from the MBA or MMIS programs in College of Management, in consultation with their advisor.

Capstone (4 credits)
This courses should be taken after completion of at least 32 credits, or earlier with permission from your academic advisor.

- MPNA 695 Seminar in Community-oriented Management (4 credits)

Admission Criteria

Because this program does not require a GMAT, GRE or equivalent test, a special assessment process has been developed for evaluating applications. If you have completed the GMAT or GRE, these scores can be used in lieu of the special assessment process. This assessment process or GMAT/GRE scores may generate requirements for admission that include preparatory work in writing, math or a required discipline that does not count toward graduation. The preparatory work assures that you are ready for high-quality, master's level instruction. Assessments must be completed before an admission decision is made and before any graduate-level classes can be taken. The assessment is offered free of charge and can be taken on-site at the College of Management or, for distance learners, proctored at a remote location. Because of the applied nature of this graduate program, a minimum of one year of professional work experience is recommended for admission to the program.

Admission Decisions/Categories
The College of Management Graduate Admissions Committee evaluates your application for evidence of undergraduate scholarship, professional experience and demonstrated aptitude for successful graduate business study. If you meet all application requirements, you are given full admission to the MPNA program. If your application meets some but not all admissions requirements, you may be granted conditional admission to the program. As a conditionally-admitted student, you must complete selected prerequisite courses prior to completing any graduate course work. Applicants denied admission may not take graduate level courses in the College of Management.

Registration by Undergraduate Students
With permission of the college, you may register for graduate level prerequisite courses during your last semester of undergraduate studies.

Reapplication for Denied Applicants
If your application for admission to the program is denied, you may reapply for admission only after a minimum of six months has passed after the denial. You will need to demonstrate a substantive difference in the reapplication to be considered for admission.

If your application to the program is denied, you may apply for another College of Management graduate program. A new application form must be accompanied by a $20 application fee, a new goals essay, updated resume, two new references and test scores and/or assessment scores appropriate to the degree for which you are applying.

English and Quantitative Competence Assessment
All College of Management students, except those in special international cohort programs, are expected to demonstrate English and quantitative competence at a level to ensure success in graduate studies. If your abilities are assessed to be inadequate for graduate study, you may be required to enroll in appropriate undergraduate courses until your skills have been brought to a satisfactory level. These undergraduate courses must be successfully completed prior to taking any graduate level courses.

Application Requirements

Applicants should allow 7-10 business days for review once all required application materials are received and sent to the College of Management Graduate Admissions Committee.

To be considered for admission you must submit:

- Application
- Non-refundable application fee
- Official transcripts
- Test scores
- Current resume
- Goals essay
- References

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Orientation
Once you are fully admitted to a College of Management graduate program you will be expected to attend a graduate student orientation session before or during your first semester of course work. If you are unable to attend orientation because you are located outside the Twin Cities area, arrangements will be made to provide you with orientation information via the Internet and/or telephone.

Transfer Credits

Once fully admitted, you may transfer up to 16 graduate level credits into the program. A course is accepted in transfer only if it is an appropriate substitution for MPNA courses, has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the MPNA Curriculum Coordinator.

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management graduate or certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward degree requirements; and a cumulative grade point average of 3.0 is required for graduation.

If you receive a letter grade of C+ or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C+ or below in two courses, , you will be dismissed from the graduate program.

If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The admissions committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your degree. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students.

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress, you may appeal the removal to the College of Management dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have five years from your first semester of graduate study to complete your degree program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic and cannot be appealed.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the degree program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the program. The Admissions Committee reviews your request and responds in writing, specifying degree completion requirements and deadline for completion. You may be required to satisfy degree requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the degree program.

College of Management Outstanding Student Award

During your final semester of coursework, you may be nominated by the faculty for the College of Management Outstanding Student Award. Nominees are evaluated on the basis of their academic

performance in their graduate degree program as well as achievements in their community and professional contributions. All finalists are recognized in the commencement program, and the outstanding student receives special recognition during commencement. The student's name will also be placed on a plaque that is permanently displayed in the College of Management.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.

Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

The MPNA program curriculum is consistent with the guidelines of the American Society for Public Administration (ASPA) and the Nonprofit Academic Centers Council (NACC).

Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
- Authors of applied and refereed publications
- Experienced in their academic fields.

Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields. Metropolitan State assures the quality of its community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

Contact Information

Office Location
1300 Harmon Place
Minneapolis, MN 55403

Mailing Address
College of Management
Graduate Programs Office
Metropolitan State University
1501 Hennepin Ave
Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Systems Analysis Graduate Certificate

Program Overview

Metropolitan State University offers graduate certificate programs designed to meet the rapidly-evolving needs of information systems and business professionals in the field of management information systems (MIS).

The Systems Analysis and Design Certificate has similar goals and outcomes to the MIS Generalist Certificate (see elsewhere in MIS Graduate Certificates section), but is tailored more towards MIS and IT technical and technical management audiences. Emphasis is placed on development of new systems, design and decision-support concepts and techniques. By completing this certificate, you are better prepared to use new system design methodologies to improve the systems in your organization and to oversee development projects in traditional IT systems, client/server systems and distributed systems, including Internet and web technologies.

Program Outcomes

The expected outcomes include

- improved preparation for management in an increasingly information-intensive world,
- ability to develop organizational strategies based on using MIS as competitive tools, and
- broadening of your knowledge of MIS management areas, including project management, and of MIS technology and its application.

Curriculum

- MIS 600 Management Information Systems (4 credits)
- MIS 662 Management of Distributed Computing (4 credits)
- MIS 665 Systems Design and Decision Support (4 credits)
- MIS 667 Telecommunications and Internet Management (4 credits)
- DSCI 620 Project Management (4 credits)

If the MIS Coordinator determines that you have full prior competence in a certificate course, you may be given credit for the competency and allowed to take sufficient alternate credits to meet the total credit requirement of the certificate (e.g. if you have completed a graduate 4 credit Project Management course that is accepted, you would be allowed to consider that function completed within the Certificate, and can then take an alternate 4 credits, agreed upon with the Coordinator).

Admission Criteria

To be considered for admission to the MIS Graduate Certificate Program, you must submit evidence of the following:

- A bachelor's degree earned from an accredited institution
- Principles of basic statistics and knowledge of Microsoft Office applications At least one year of full-time professional work experience is recommended.

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Current resume
- Essay
- Test scores

See Applying to the Program for application packets, details on the requirements, deadlines and International Student application requirements

Transfer Credits

Once fully admitted, you may transfer up to 8 credits reflecting comparable content into your graduate certificate program. A course is accepted in transfer only if it has been completed within the last five years from an accredited institution, no degree was granted, and a letter grade of B or better was earned in the course. Courses are accepted in transfer upon the approval of the Graduate Programs Director in consultation with discipline coordinators , and allow you to take alternate credits to meet the credit total (see note above in Curriculum).

Academic Standing

You must maintain satisfactory academic progress to remain in a College of Management certificate program.

Only courses for which you receive a letter grade of C (2.0) or better count toward certificate requirements; and a cumulative grade point average of 3.0 is required for graduation.

If you receive a letter grade of C or below in any graduate course, you will be placed on academic probation. If you receive a letter grade of C or below in two courses, you will be dismissed from the graduate program. If you have been dismissed from the program for unsatisfactory academic progress, you may apply for readmission after one calendar year has passed. To reapply, submit an updated resume and a letter to the College of Management Graduate Admissions Committee indicating what circumstances have changed and how you plan to successfully complete the program. The Admissions Committee reviews your request and responds in writing.

Only courses in which you receive a letter grade are applied toward your certificate. The option of a competence/no competence with a narrative transcript is not available to College of Management graduate students. Only internships are graded using pass/fail criteria.

Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are removed from the program for unsatisfactory academic progress per above, you may appeal the removal to the College of Management Dean. The appeal must be in writing, and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of the date of the letter notifying you of the decision to remove you from the program. The dean has 30 days to respond, in writing, to the appeal. Appeals received after 30 days will not be considered.

Time to Completion

You have two years from your first semester of graduate study to complete your certificate program requirements. You may request an extension of the time limit by writing to the College of Management Graduate Programs Office. Such requests must be received prior to the expiration of the time limit. Requests for extensions should include your reason(s) for requesting the extension, a summary of your plan to finish graduation requirements, and a specific date for the extension to expire. Extension decisions are made by the College of Management Graduate Admissions Committee and are not automatic.

Reactivating into the Program

If you are a student in good academic standing who has not registered for courses for three or more consecutive semesters, you must apply to reactivate into the certificate program. To reactivate, submit an updated resume and a letter to the College of Management Graduate Admissions Committee expressing a desire to reactivate into the Certificate Program. Admissions Committee reviews your request and responds in writing, specifying certificate completion requirements and deadline for completion. You may be required to satisfy certificate requirements in force at the time of reactivation, even if those requirements differ from those in force at the time of original admission to the certificate program.

Accreditation

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Faculty

Resident faculty members are primarily:

- Holders of doctoral degrees in their fields
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- Experienced in their academic fields.

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Additionally, the College of Management has a strong community faculty who are fully committed to educational excellence. All community faculty have graduate degrees, either a master's or a doctorate, as well as business expertise in their fields.The College of Management assures the quality of its

community faculty through a careful selection process, extensive training through our own Teaching Academy, and regular student evaluations.

Contact Information

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Graduate Programs Office
Metropolitan State University
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Minneapolis, MN 55403

Phone: 612-659-7290
Email: com.graduateprograms@metrostate.edu
Website: choose.metrostate.edu/comgradprograms

Master of Science in Technical Communication (MS)

Program Overview

The Master of Science in Technical Communication is an innovative 32-credit program that provides advanced training in the professional practice and theory of technical communication. The program has been designed to:

- help you succeed in this rapidly-evolving profession, within a global marketplace;
- prepare you for upper-level positions in technical communication as managers, supervisors or consultants; and
- enable you to solve complex communication problems for a variety of audiences, in a variety of media.

In addition to being useful to technical communication professionals, this program may also help people in a variety of fields, including education, graphic design, training, marketing, multimedia development, science and engineering. You learn how to use your knowledge in practical, on-the-job situations; and all of the professors combine academic excellence with their own real-world experience.

In keeping with Metropolitan State's commitment to working adults, the master's program in technical communication offers flexible scheduling with evening and weekend classes, and program flexibility to suit individual professional goals.

About Technical Communication
We are surrounded by technological change in our schools, in the workplace and in our homes. To many people, just trying to keep up with the pace of change is a major challenge. But with change comes opportunity. Technical communicators understand that opportunity. They fill the gap between people and technology, between specialized information and those who want to use it. It's a growing field that helps people cope with technology and technical information in a variety of settings.
In many ways, technical communication is a skill set that allows individuals to fill many roles within

organizations.
Areas of expertise for technical communicators include:

- document design
- content development and design for digital media
- writing and editing
- project management
- usability and usability testing
- information management and
- cross-cultural communication

The demand for technical communication skills and expertise has grown consistently, in all segments of industry, government and nonprofit organizations. There is also a growing need for professionals within the field to take leadership roles as managers, supervisors and consultants.

Advising
Academic advisors for this program are resident faculty who teach in the technical communication program. As a newly-admitted student, you confer with your advisor to lay out a course of study that includes:

- prerequisite course work, if any;
- a curricular plan-the recommended sequence of courses, based on your circumstances and the university's course scheduling; and
- electives and focus areas-special interests within the field of technical communication, if any, that you can address through course work and recommended electives.

Assistantships
A limited number of graduate assistantships are available for students in the master's program. Students with assistantships help faculty with teaching, special projects and program administration.

Curriculum

Prerequisites
It is important that students in the program begin with a common set of skills and theoretical background. This can be achieved to a large degree through professional technical communication experience. If you lack this experience and have not completed a directly relevant course of study in your undergraduate degree program, you will need, at a minimum, the following prerequisite courses:

- WRIT 271 Technical Writing or equivalent
- WRIT 371 Editing or equivalent.

In addition, the technical communication program director may recommend that you complete one or more additional courses before beginning the master's program.

Requirements (32 credits)
Course work for the Master of Science in Technical Communication falls into two categories: core courses and electives.

Core Courses (20 credits)
Course work for the Master of Science in Technical Communication falls into two categories:

Core courses and electives

- WRIT 685 Rhetorical Theory
- WRIT 671 Technical Communication Theory and Research Seminar
- WRIT 673 Technical Communication in International Contexts
- WRIT 683 MS Capstone and Final Project

Technology-related class

- WRIT 573G Writing and Designing for the Web **or**
- MDST 583G Online Education and Training

Electives
To individualize the master's program, you select up to three 4-credit electives. These electives must be 500G-, 600-, or 800-level courses and must be approved by your advisor. You can select electives from fields such as writing, media studies, communication, business/management, computer science, natural sciences and ethics. Popular electives include WRIT 599G Topics in Technical Communication, WRIT 572G Document Design, MGMT 620 Organizational Behavior, DSCI 620 Project Management, MDST 580G Issues in Communication Technology, and WRIT 575G Environmental Communication. You may choose one independent study or an internship as an elective, we particularly recommend internships if you have limited professional experience.

Admission Criteria

Admission to the program is based on the following criteria:

- BA/BS from an accredited institution with course work relevant to technical communication. In some cases, professional experience may take the place of relevant undergraduate course work. (Students lacking both relevant undergraduate course work and professional experience may be asked to complete a recommended course of study as a prerequisite to graduate work.)
- Cumulative undergraduate grade point average of at least 2.75 (on a 4.0 scale).

Application Requirements

- Application
- Non-refundable application fee
- Official transcripts
- Two letters of recommendation
- Current resume
- Letter of application
- Portfolio

See Applying to the Program for application packets and details on the requirements and deadlines.

Transfer Credits

With your advisor's permission, you may apply to your degree as many as two courses (no more than eight graduate credits) from other accredited graduate programs.

Accreditation

Metropolitan State University is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools.
Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
312-263-0456

Faculty

Anne Aronson, Helen Correll, Craig Hansen, (Technical Communication Program Director), Maythee Kantar, Kathryn Kelly, Ed Lee, Alison McGhee, Brian Nerney, Becky Omdahl, Erica Rasmussen, Victoria Sadler, Shannon Skarphol Kaml, Gail Smogard, Suzanne Walfoort, and Kathy Wellington.

Contact Information

Communication, Writing and the Arts
Metropolitan State University
Energy Park Place, Suite 205
1380 Energy Lane
St. Paul, MN 55108
651-999-5940

Urban Secondary Education Graduate Certificate

Program Overview

The Urban Secondary Education Graduate Certificate is part of a standards-based alternative pathway for persons with a bachelor's degree or higher who seek a Minnesota grades 5-12 teaching license to teach math, life/general science, English, or social studies in urban middle schools and high schools. Completing the coursework for the certificate along with other program and state requirements qualifies urban teacher candidates to apply for initial state teaching licensure.

Required courses are offered at the graduate (600) level so some earned graduate credits may be applied to a master's degree or count toward a higher teaching salary depending on the university and employing school district. The graduate certificate is not, itself, a license to teach. Nor is it a master's degree program.

Program Outcomes

Students completing the certificate program and post-baccalaureate process towards licensure will be able to:

- demonstrate proficiency in meeting the Minnesota Standards of Effective Practice for Beginning Teachers required of all teacher candidates seeking a licensure recommendation to the state;
- demonstrate competence in meeting the needs of diverse urban youth to a high-quality, rigorous, culturally-responsive education;
- demonstrate respect for urban learners, their development, their families and their communities with "unconditional positive regard" and a focus on their assets and resiliency; and
- integrate professional, social-cultural, instructional, and subject matter competence required by standards for teacher licensure and the needs of urban schools.

Curriculum

There are five areas of course requirement for Initial Grades 5-12 Licensure:

Content Coursework (credit varies)
Content coursework is any content area coursework in Communication Arts and Literature, Life Science/General Science, Mathematics or Social Studies necessary to meet Board of Teaching content standards that has not been satisfied by your previous degree. This coursework is only offered at the undergraduate level. Needed coursework is determined after faculty review of prior degree(s) and learning. Credits will vary based on prior learning.

Ethnic Studies Competency
Satisfactory completion of a UTP approved Ethnic Studies course (or demonstrated equivalent from prior learning) addressing race and racism in the U.S. using comparative analysis with at least a C+ or better. Coursework is 4 credits if prior learning is not accepted.

Professional Education Coursework (28 credits)

- EDU 600 Principles of Urban Education
- EDU 300/602 Assessment of Learning and Teaching: Advanced Theory and Practice
- EDU 306/606 Urban Middle and High School Teaching Methods: Advanced Theory and Practice
- EDU 310/610 Teaching and Assessing Exceptional Urban Learners: Advanced Theory and Practice
- EDU 383 Information Technology for K-12
- EDU 400/614 Literacy Education in Urban Schools: Advanced Theory and Practice
- EDU 415/615 Managing Learning in Diverse Urban Classrooms: Advanced Theory and Practice
- EDU 430/630 Historical and Cultural Foundations of Urban Education: Advanced Theory
- EDU 435/635 Teaching ELL Students in Content Area Classrooms: Advanced Theory and Practice

Content Methods Coursework (4-8 credits depending on licensure area)

- Communication Arts and Literature
  - LAED 445 Teaching Writing and Communications in Urban Gr 5-12
  - LAED 450 Teaching Language Arts in Urban Middle and High School

- Life Science/General Science
  - SCED 445 The Practice of Science
  - SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab

- Mathematics
    - MAED 440 Teaching Mathematics to Urban Learners in Grades K-8
    - MAED 450 Teaching Mathematics to Urban Learners in Grades 7-12

- Social Studies
    - SSED 450 Teaching Social Studies in Urban Grades 5-12

Practicum and Field Experience (8 credits)

- EDU 311 Urban Teaching Practicum and Seminar
  (0 cr, co-requisite with EDU 606)

- EDU 450 Advanced Urban Teacher Practicum and Seminar
  (0 cr, co-requisite with a Content Methods course)

- EDU 650 Student Teaching in the Urban Secondary School (8 cr)

Total Credits, Residency and Graduation Requirements
For the purpose of gaining initial teaching licensure, post-baccalaureate students can complete either graduate (600-level) or undergraduate level (300-400 level) courses. However, at least half of your required EDU coursework must be completed at the graduate level to be awarded a Graduate Certificate in Urban Secondary Teacher Preparation from Metropolitan State.

Admission Criteria

Metropolitan State's alternative pathway to licensure involves individualized assessments of each prospective urban teacher candidate's prior learning and experience. Decisions about admission to the Urban Teacher Program are based on the following criteria:

- Demonstrated commitment to teaching in an urban setting
    - Assessed by letter of application, interview.
- Demonstrated understanding of and respect for the needs of diverse learners in urban communities
    - Assessed by letter of application, recommendations, faculty interview, completion of EDU 600, and Ethnic Studies competency.
- Provided official transcripts
    - Assessed by having an undergraduate or graduate cumulative GPA of 2.75 or higher
- Provided verifiable documentation of field experience.
    - Assessed by having at least 40 hours of experience working with diverse youth or observing classrooms in an urban setting
- Provided recommendations, letter of application, faculty interview.
    - Assessed by evidence of professional conduct associated with positively interacting with urban youth, families and fellow educators.

Application Requirements

- Application
- Non-refundable application fee

- Official transcripts
- Letter of intent
- Current resume
- Two recommendations
- Major declaration form
- Copy of current licensure or documentation of field experience

See Applying to the Program for application packet details and deadlines.

Contact Information

Office Location
Metropolitan State University
Minneapolis Campus
Helland Center, Suite 1400

Mailing Address
Urban Teacher Program
Metropolitan State University
1501 Hennepin Avenue
Minneapolis, MN 55403

Phone: 612-659-7180
Email: utp-info@metrostate.edu
Website: www.metrostate.edu/msweb/explore/cps/departments/utp/index.html

COURSE DESCRIPTIONS

Continue to next page.

Course Description

denotes courses that are being offered during the current term

denotes courses in our catalog that are not offered for the current term but will be offered some time in future terms

[A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [L](#) | [M](#) | [N](#) | [P](#) | [R](#) | [S](#) | [T](#) | [W](#) |

ACCT 510G   Advanced Financial Reporting   4

The second course in the two-course financial reporting sequence, this course emphasizes accounting theory and practice including noncurrent liabilities and owners' equity; special disclosure and reporting problems; international accounting and foreign currency translation; business combinations; and consolidated financial statement preparation and analysis.

Prerequisite(s):   ACCT 310 Financial Reporting

ACCT 512G   Auditing   4

This course focuses on the external auditor's role and function. Topics related to external auditing include: auditing standards; reports; ethics; legal responsibilities; evidence; procedures; transaction cycles; internal control, review and evaluation; statistics and fraud detection. In addition, this course provides an overview of operational auditing. Topics related to operational auditing include: internal auditing standards; internal and operational control, review and evaluation; and internal audit process.

Prerequisite(s):   ACCT 310 Financial Reporting OR
                               ACCT 340 Accounting Information Systems OR
                               ACCT 510 Advanced Financial Reporting

ACCT 515G   Financial Statement Analysis   4

This course provides an in-depth study of the concepts and applications of financial statement analysis including the supply of and demand for accounting information in financial markets and the uses of accounting information in performance evaluation, investment and credit decisions.

Prerequisite(s):   ACCT 310 Financial Reporting AND
                               ECON 202 Microeconomics

ACCT 520G   Advanced Strategic Management   4

This course continues the emphasis on the role of financial and

nonfinancial information for strategic planning and control decisions from the Strategic Management Accounting course. It focuses on the strategic components of cost/price, quality, time, flexibility and innovation in the learning organization. Coverage of strategic cost management, cost of capacity, kaizen, time-based competition, agility, competitive intelligence, pricing, distribution channels, environmental accounting, cost accumulation systems and comprehensive performance indicators is included.

Prerequisite(s):   ACCT 320 Strategic Management Accounting

Other Information: Note: Read "Organizational Role of Management Accountants" module and complete problems 2, 8, 9 & 10 before first class meeting.

ACCT 530G   [Business Taxation](#)   4

This course focuses on identifying issues that affect the taxation of businesses. Four modules are covered: foundation of taxation, including types of taxes, structure of the income tax, taxpayers, and general concepts of income and deduction; business income and expenses; taxation of property transactions; and overview of corporations, S corporations, partnerships, and entity choice. Planning options are emphasized.

Prerequisite(s):   ACCT 310 Financial Reporting

ACCT 531G   Individual Tax Planning   4

Tax planning for the individual taxpayer is the focus for this course. Students examine the impact of economic, legal, and political environments on tax policy, gross income, deductions and tax computations for individuals. Family tax planning issues are introduced through a review of transfer taxes and taxation of fiduciaries.

Prerequisite(s):   ACCT 530 Business Taxation

ACCT 550G   Governmental and Not-for-profit Accounting   4

Financial and managerial accounting for governmental and other not-for-profit entities are covered. Topics include: general and special funds accounting; enterprise funds; trust and agency funds; general fixed asset and long term debt groups; financial reporting; governmental costing and budgeting; public school and university accounting; hospital accounting; and accounting for selected not-for-profit organizations. This course focuses on the principles, methods, terminology, influences, and limitations of not-for-profit accounting. The course also covers the

development, planning, control and managerial uses of budgeting.

Prerequisite(s):   ACCT 510 Advanced Financial Reporting

ACCT 560G   International Accounting   4

This course explores in detail international financial and managerial accounting issues. Topics include: accounting systems for global business transactions; accounting organizational design; performance evaluation; pricing; control; cost allocation; foreign currency translation; consolidations; comparative multinational financial accounting principles; and multinational financial reporting issues.

Prerequisite(s):   ACCT 510 Advanced Financial Reporting

ACCT 565G   Current Topics in Accounting   4

An in-depth study of emerging issues and timely topics in financial accounting, management accounting, and/or tax, the course focuses on research, case analysis, class presentations and research papers. The course will be offered in alternate years. Consult the Class Schedule for the topic.

Prerequisite(s):   ACCT 510 Advanced Financial Reporting AND
                                ACCT 520 Advanced Strategic Management Accounting AND
                                ACCT 530 Business Taxation

ACCT 610   Financial Accounting for Managers   4

This course meets the prerequisite requirements for undergraduate courses in financial accounting. It does not count toward your master's degree. This course covers the main issues central to financial accounting including nature measurement, valuation, and reporting concepts and issues, emphasizing management and stakeholder analysis and use of data for decision making.

ACCT 615   Financial Accounting in Public and Nonprofit Organizations   4

This course covers the main issues central to financial accounting including measurement, valuation, and reporting, concepts and issues, emphasizing management and stakeholder analysis, and the use of data for decision making.

ACCT 620   [Management Accounting](#)   4

This course focuses on accounting for managerial planning and control. The role of financial and nonfinancial information in a strategically focused decision environment is discussed. Emphasis is on strategic cost management and cost analysis.

Prerequisite(s): 　　　ACCT 210 Financial Accounting or equivalent with instructor's consent.

COMM 542G 　　Conflict Mediation 　　　　　　　4

Students learn models for conducting actual mediations across contexts. They learn specific skills for third party interventions, administrative skills for getting into and out of sessions, and addressing issues such as the use of caucuses, culture and gender issues, power, and ethics. Role playing is a key instructional strategy.

COMM 585G 　　Media Relations 　　　　　　　4

One strategic approach for public relations practitioners to establish relationships with key stakeholders using mass communication media. Through course projects, students explore the building of working partnerships with the journalism community along with the range of media outlets available. The culminating project is a media relations plan designed to address a current issue facing a business or organization.

DENH 610 　　[Health Assessment and Oral Diagnostic Reasoning](#) 　　4

This didactic and clinical course focuses on the significance of systemic and oral diseases and their connection to dental patients. Advanced dental therapy skills in patient examination, assessment, evaluation, and problem-oriented treatment planning in the context of collaborative management agreement authorization as well as dental consultations and referrals will be emphasized. This course develops a comprehensive, patient-centered, problem-solving approach to clinical assessment and treatment planning stressing the development of critical thinking and clinical judgment. Socio-cultural, familial, environmental, and developmental influences across the lifespan will be considered. In addition, emphasis is on health promotion, disease prevention, and the management of common oral health problems.

Other Information: 　　Prerequisite: Admission to the Master of Science: Oral Health Care Practitioner program.

DENH 620 　　[Pharmacology Principles of Clinical Application](#) 　　2

This didactic course prepares the oral health care practitioner student to

provide proper care for patients who are taking medications and to deliver medications as outlined in MN Statute 150A.106 that complement clinical advanced dental therapy care delivery. Providing, dispensing, and administering analgesics, anti-inflammatories, and antibiotics within the context of advanced dental therapy scope of practice and collaborative management authorization is a course focus.

Other Information:	Prerequisite: Admission to the Master of Science: Oral Health Care Practitioner program.

DENH 630	Management of Dental and Medical Emergencies	1

This didactic and simulation laboratory based course reviews common medical and dental emergencies that may be seen in the dental setting, as well as, management protocols and prevention strategies for emergencies. This course illustrates the relationship between accurate data collection and achieving successful outcomes in the management of dental and medical emergencies. Emphasis is placed on gathering, analyzing and processing information to develop appropriate action plans. Simulation laboratory experiences of medical emergencies take place in a dental operatory.

Prerequisite(s):	DENH 610 Health Assessment and Oral Diagnostic Reasoning AND DENH 620 Pharmacology Principles of Clinical Application

DENH 640	Community-Based Primary Oral Healthcare I	4

This lecture and simulation laboratory based course is the first in a series of courses taught throughout the curriculum that provides learning opportunities leading to competency in advanced dental therapy practice. In a simulation laboratory setting the course emphasizes operative dentistry techniques that restore form, function, and esthetics to teeth with the purpose of contributing to both oral and general health. The basic principles of cavity and restoration design, and appropriate selection and application of direct restorative materials are emphasized. Focus is on theoretical and laboratory principles of operative dentistry utilizing direct placement restorative materials in the permanent dentition.

Prerequisite(s):	DENH 610 Health Assessment and Oral Diagnostic Reasoning AND DENH 620 Pharmacology Principles of Clinical Application

DENH 650	Community-Based Primary Oral	4

DENH 650　　Healthcare II　　　　　　　　　　　　4

This lecture and laboratory based course builds upon the concepts and skills the oral health care practitioner student learned in Community-Based Primary Oral Healthcare I. The course emphases are complex amalgam tooth preparations and restorations; pre-formed crown preparations and restorations; provisional restorations; preventive mouthguards; and pediatric restorative dentistry, atraumatic restorative dentistry, and pulpotomies in a simulation laboratory setting. Concepts and strategies include behavior management; treatment planning; prevention; restorative care; and space maintenance for pediatric and adolescent patients. Within the context of advance dental therapy practice indications for professional referral to provide comprehensive patient care are also a course focus.

Prerequisite(s):　　　DENH 640 Community-Based Primary Oral Healthcare I

DENH 660　　Community-Based Primary Oral Healthcare III　　　　4

This course consists of lecture, laboratory, and clinical components. The course addresses the basic principles of uncomplicated primary and permanent tooth exodontia, in accordance with MN Statute 150A.106, as well as dressing changes, and suture removal techniques. Indications and fabrication of soft occlusal guards, repair of defective removable prosthetics, tissue conditioning, and soft relines of removable prosthetics are also addressed. The clinical component of this course provides the oral health care practitioner student their initial advanced dental therapy clinical experiences under professional supervision by dentists. Introduction to the clinical employment of teledentistry, professional referrals/consultations, and collaborative management agreements to ensure comprehensive patient care is also emphasized.

Prerequisite(s):　　　DENH 650 Community-Based Primary Oral Healthcare II

DENH 670　　Community-Based Primary Oral Healthcare IV　　　　3

This seminar and clinically based course provides the oral health care practitioner student with the opportunity to develop and refine their skills in providing primary and preventive oral health care to underserved patients across the lifespan within the context of advanced dental therapy scope of practice. Some of the skills this course focuses upon are the clinical development of assessment and patient-centered treatment planning skills, appropriate prescribing practices, pain management skills, restorative and preventive procedures, and non-surgical extractions as outlined in MN Statute 150A.106. The continuation of the development of

teledentistry skills, professional referrals and consultations, and practicing within collaborative management agreements are also emphasized to manage comprehensive patient care.

Prerequisite(s):	DENH 660 Community-Based Primary Oral Healthcare III	

DENH 680   Community-Based Primary Oral Healthcare V   3

This seminar and clinically based course provides the oral health care practitioner student with opportunities to further develop and refine skills in providing primary oral health care and preventive services to underserved patients across the lifespan. Additional development and refinement of advanced dental therapy skills in responsible, ethical, and primary oral health care and preventive services is the course focus. In the advanced dental therapy clinical setting self assessment is emphasized as well as the further refinement of teledentistry skills, professional referrals/consultations, and collaborative management authorization to provide comprehensive patient care.

Prerequisite(s):	DENH 670 Community-Based Primary Oral Healthcare IV

DENH 690   [Advanced Dental Specialty Practices](#)   3

This practicum and seminar based course provides the oral healthcare practitioner student with practical advanced dental therapy experiences in delivering primary and preventive oral healthcare services to special needs patients in extended campus clinical settings while under the guidance of a dentist preceptor. Patient groups encountered may include: pediatrics, geriatrics, medically compromised, patients with genetic and/or acquired disabilities and financially or motivationally impaired patients.

Other Information:	Approved Course

DENH 700   Advanced Community Specialty Internship   2

This practicum and seminar based course offers in-depth advanced dental therapy experiences providing primary and preventive oral health care services to a special needs patient population of the oral health care practitioner student's choosing. Emphasis will be placed on providing primary and preventive oral health care dental services under the guidance of a dentist preceptor to one of the following underserved populations: pediatric; geriatric; medically; mentally; or psychologically compromised patients; financially and/or motivationally impaired

patients. Competent, professional dental treatment requiring considerations outside of routine patient methodology and comprehensive management of patient-centered dental problems within the context of advanced dental therapy practice is the course focus.

DENH 700	Advanced Community Specialty Internship	3

This practicum and seminar based course offers in-depth advanced dental therapy experiences providing primary and preventive oral health care services to a special needs patient population of the oral health care practitioner student's choosing. Emphasis will be placed on providing primary and preventive oral health care dental services under the guidance of a dentist preceptor to one of the following underserved populations: pediatric; geriatric; medically; mentally; or psychologically compromised patients; financially and/or motivationally impaired patients. Competent, professional dental treatment requiring considerations outside of routine patient methodology and comprehensive management of patient-centered dental problems within the context of advanced dental therapy practice is the course focus.

Prerequisite(s):   DENH 690 Advanced Dental Specialty Practices

DENH 710	Comprehensive Competency-Based Capstone	2

This course is the culmination and synthesis of the educational experiences of the oral health care practitioner student. Integration and application of independent critical thinking, problem solving skills, professional attitudes, sound clinical judgment, and primary and preventive oral health care skills are essential to advanced dental therapy practice success and will be demonstrated through laboratory (simulation) and clinical practical experiences. A final scholarly paper will focus on a topic relevant to advanced dental therapy practice demonstrating the writing and communication skills necessary for the MSOHCP degree.

DSCI 620	Project Management	4

This course provides a systematic and comprehensive overview of project leadership and management. Topics covered include all aspects of project management from project initiation issues, RFP formulation, proposal decisions, preparation, and evaluation, project planning and implementation to organization, risk assessment, negotiation, and conflict resolution. Also included are project planning techniques such as PERT, CPM, Earned Value Analysis, and project monitoring and simulation using Microsoft Project software.

DSCI 630   [Project Risk Management](#)   4

This course provides a comprehensive study of project risk management, including concepts, methodologies, and applications. It includes systematic approaches to risk identification, risk modeling, risk impact assessment, respond planning, and documentation. Decision science methods such as System Dynamics, Monte Carlo Simulation, Decision Analysis, Probability Analysis, Analytic Hierarchy Process, and Scenario Analysis will be utilized in risk assessment. Use of computer software in risk analysis will also be emphasized.

Prerequisite(s):   DSCI 620 Project Management

Other Information: Prerequisite: Working knowledge of Microsoft Excel, basic statistics, College Algebra or their equivalents.

DSCI 651   [Managerial Statistics](#)   4

This course is designed to give students a conceptual understanding of statistics with an emphasis on the use of applied statistics in managerial decision-making process. Topics covered include methods of summarizing data, including collection, analysis, interpretation, and presentation of numerical data. microsoft Excel will be used to perform statistical analyses.

DSCI 681   [Operations Management for Services and Manufacturing](#)   4

The growing interdependence of business functions such as marketing, accounting, finance, information systems, and engineering requires effective and efficient operations management strategies and practices. The main objective of this course is to develop basic skills and knowledge necessary for managing the operations function in both manufacturing and service delivery firms. Special emphasis will be placed on contemporary issues facing operations managers such as supply chain structure and strategy, enterprise resource planning issues, product and process design, process management, value chain, and lean systems. Another objective of this course is to develop analytical skills necessary to identify and solve problems in the operations management arena.

DSCI 691   Models for Problem Solving   4

The primary purpose of this course is to introduce students to methods and procedures for solving managerial problems. Students will learn the art and science of problem solving by actively participating in solving real-life problems. Emphasis is placed on developing the proper attitudes for dealing with complexity and uncertainty. Topics covered include problem formulation, models and modeling, decision making, prediction and

forecasting, artificial intelligence and expert systems, conflict resolution, scenario planning and strategic problem solving. Applications of appropriate computer software programs to managerial problems will also be emphasized.

ECON 601   Economic Research and Forecasting   4

This course prepares students for the task of analyzing primary and secondary economic data in order to assist decision makers in profit, nonprofit and public organizations. It also provides an introduction to econometrics regression models, serial correlation, forecasting, simultaneous equation estimation, model building and time series.

ECON 611   Foundations of Economic Analysis   2

This course meets the prerequisite requirements for undergraduate courses in microeconomics and macroeconomics. It does not count toward your master's degree, but permits you to take one course instead of two undergraduate courses. The course covers the major concepts in basic economics including demand analysis, determinants of supply, price system operations and government's roles. Attention is also directed to business cycles, national income accounting, employment and fiscal policy. The course enhances your understanding of economic conditions, economic changes, and organizations' roles in the private, nonprofit and government sectors in the allocation and use of economic resources.

ECON 635   Economics of Social Issues   4

This course focuses on the application of fundamental concepts in macroeconomics and microeconomics to facilitate and inform managerial decision making in government and nonprofit fields. Students use microeconomic tools to understand and analyze the outcomes of the macroeconomic system. Topics include the role of government regulations and policies in decision making, policy analysis, cost-benefit analysis and project evaluation.

ECON 696   Managerial Economics and Strategy   2

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analysis of demand, costs, capitalization and strategy. The purpose is to apply economics to achieve long-run profit maximization. Students apply principles of modern strategy to real case studies.

EDU 600   Principles of Urban Education   4

This course is designed for graduate level study and conducted in seminar format. The purpose is to explore the impact of successful teaching of

diverse students in urban classrooms. Students in the seminar will examine issues related to urban education mirrored in research, theory, and practice while looking at instructional approaches as reflected in the Standards of Effective Practice. Topics will include but not exclusive to multicultural competencies, curriculum transformation, and teacher dispositions. In addition, students will come to understand the role of the students' family, culture, social class, and ethnicity. The seminar is designed to meet several Standards of Effective Practice for the State of Minnesota Board of Teaching (BOT) (State Statute 8700.2000) for all teacher licensing programs.

Other Information: Note: Departmental Approval required to register. Clinical field experience hours are part of the course requirements. This is an introductory graduate-level course for students seeking to complete the post baccalaureate process for teaching licensure. Post-baccalaureate students who have taken EDU 200 Introduction to Urban Education and EDU 203 Multicultural Education should not take this course.

EDU 602   [Assessing Learning in Urban Grades 5-12 - Advanced Theory and Practice](#)   3

This course explores advanced theory and practice to support the use of assessment as a tool to guide the planning, development and implementation of curriculum and instruction. Participants will examine theories and research related to principles of learning, motivation, and multiple knowledge and skill sets. Participants will gain practical experience designing short and long term learner outcomes and the use of various assessment tools and approaches. Teacher candidates will gain skills at identifying areas of student mastery and indicating areas of future learning. Topics include standards-based instruction, formative and summative assessment, standardized testing, validity, reliability, bias, rubrics, portfolio-based assessment, performance-based assessment and communicating with families. State and national standards and performance criteria for the evaluation of teaching will also be reviewed. Clinical field experience hours are part of the course requirements.

Other Information: Note: Admission to Urban Teacher Program as a postbaccalaureate student required to register. Clinical field experience hours are part of the course requirements. This course is offered concurrently with EDU 300.

EDU 606   [Urban Middle School & High School Methods -Advanced Theory and Practice](#)   4

This course provides advanced theory and practice regarding common methods of differentiating instruction for urban middle school and high school classrooms. Post-baccalaureate urban teacher candidates learn how to create developmentally appropriate and culturally relevant unit and lesson plans that attend to the various abilities, needs, cultures, experiences, and interests of urban 5-12 students while also meeting district and state standards for learning and making interdisciplinary connections. Foundational understanding of the diverse learning styles and developmental characteristics of young adolescent and adolescent learners forms the basis upon which appropriate plans are developed and methods are employed. The inter-relationships between standards, assessment, curriculum and instruction are examined in promoting high achievement for each urban learner. Teacher candidates examine current trends and research in urban middle school and high school education along with the knowledge and skills these trends demand of effective urban educators, including teacher collaboration and teaming. Clinical field experience hours participating in an urban middle school and/or high school classroom are part of the requirements for the course.

Other Information: Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements. This course is offered concurrently with EDU 306. Co-Requisite: EDU 311 Urban Teaching Practicum and Seminar

EDU 610   [Teaching & Assessing Exceptional Urban Learners-Advanced Theory & Practice](#)   3

This course reviews advanced theory and practice to support the education of exceptional urban and diverse learners in grades 5-12. The course will address what teachers should know about exceptional learners, including students with disabilities and students with special gifts and talents. The responsibilities of general education teachers in service to students with special needs who are included in the mainstreamed classroom will also be examined, and practice will be provided for developing lesson plans and assessments that meet the needs of students with exceptionalities. Special education law and collaboration with special education staff will be discussed in the context of reviewing current research, issues and best practices for pre- and post-special education service needs of exceptional learners in urban public schools. Clinical field experience hours are part of the course requirements.

Other Information: Note: Admission to Urban Teacher Program as a postbaccalaureate student required to register. Clinical field experience hours are part of the

course requirements. This course is offered concurrently with EDU 310.

EDU 614   [Literacy Education in Urban Schools - Advanced Theory and Practice](#)   3

This course explores advanced theory and practice to support academic literacy among urban learners in secondary classrooms. First, through readings, discursive presentations, and applied exercises, participants in this course will acquire techniques to assist struggling readers and writers. Alongside these skills, course participants will learn how to engage secondary urban learners in assuming responsibility for literacy self-development. Third, the course will include review and development of a variety of materials to teach diverse middle and high school students whose reading and developmental levels vary widely.

Other Information: Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.

EDU 615   [Managing Learning in Urban 5-12 Classrooms-Advanced Theory and Practice](#)   3

This course examines current theory and research on the relationship between classroom management and academic achievement to prepare prospective urban teachers for facilitating student learning in a positive classroom environment. Participants in this course will examine teacher and student classroom behaviors from a cross-cultural perspective to recognize the effects of cultural/linguistic differences in the assessment, interpretation, and planning of the instructional and social environment in a class. Students will gain understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self motivation. Students will also gain understanding of how factors in students' environment outside of school may influence the classroom learning environment. A portion of this course will explore the influence of the use and misuse of drugs, and management strategies for atypical behaviors stemming from the effects of chemical dependency in adolescents. Teacher candidates will explore multiple theories, methods and strategies for integrating effective classroom management approaches into urban middle school and high school classrooms, including collaborating with other professionals and families to ensure a positive learning environment for all. Clinical field experience hours are part of the course requirements.

Other Information: Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register.

Clinical field experience hours are part of the course requirements.

EDU 616   Advanced Practice in Urban Middle School Methods   3

This course focuses on teaching and learning at the middle school level to include instruction that builds a multicultural perspective in the curriculum, teaching, and methods. The course examines characteristics and needs of urban middle school learners. As well, it engages students in learning how to develop classroom environments that are responsive to middle school learners. Therefore, content focuses on middle school philosophy, history, and organizational structures; urban middle school students today; culturally appropriate curriculum and instruction; organizational structures to plan and manage the classroom; and recognizing, celebrating, and building instruction based on student diversity. Emphasis is on implications for teaching in the urban context, development of interdisciplinary units, components of instructional planning, student-centered strategies, and assessing achievement. In addition, identifying approaches for improving student achievement of urban learners and the critical nature of collaborating with parents is part of the course dialogue.

EDU 619   Advanced Practice in Urban High School Methods and Curriculum   3

This course focuses on teaching and learning at the high school level to include instruction that builds a multicultural perspective in the curriculum, teaching, and methods. The course examines characteristics and needs of urban high school learners. As well, it engages students in learning how to develop classroom environments that are responsive to high school learners. Therefore, content focuses on high school philosophy, history, and organizational structures; urban high school students today; culturally appropriate curriculum and instruction; organizational structures to plan and manage the classroom; and recognizing, celebrating, and building instruction based on student diversity. Emphasis is on implications for teaching in the urban context, development of interdisciplinary units, components of instructional planning, student-centered strategies, and assessing achievement. In addition, identifying approaches for improving student achievement of urban learners and the critical nature of collaborating with parents is part of the course dialogue.

EDU 630   Historical, Cultural, and Philosophical Foundations of Urban Education   3

This course explores historical, cultural, sociological, and philosophical foundations of education in the United States with an express focus on urban education principles and practices. The metropolitan community is used as a resource for learning about the educational strengths and

challenges faced by diverse groups. Students will gain understanding of the contributions and lifestyles of various racial, cultural, and economic groups in our society, including an emphasis on Minnesota-based American Indian culture, history, and tribal government. Core concepts include democracy and education, educational equity for all students, and historical as well as contemporary relationships between school and society. Emphasis is on issues of power and the educational segregation and attempted de-culturalization of historically marginalized groups. Resilience and persistent struggles for equal educational opportunity in the face of oppression are also emphasized from diverse cultural perspectives. Philosophical, legal, cultural, and ethical perspectives about education will be explored as teacher candidates develop critical awareness of issues and develop their own philosophies of education.

Other Information: Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.

EDU 635 [Teaching ELL Students in the Content Areas-Advanced Theory and Practice](#) 3

This course includes an examination of theory, research, and practice regarding the process of second language acquisition and various strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective and current urban teachers will learn how to modify mainstream course materials and instructional strategies so that ELL students can engage in course content while simultaneously developing their English language skills. Course activities and expectations include demonstrating teaching strategies; developing lesson modifications; evaluating textbooks and other materials and resources available in the field; and examining issues in testing students of limited English proficiency for placement, diagnosis, exit, and evaluation. There is a requirement of a 10-hour field experience in urban setting involving classroom participant-observations and working with an ELL student.

Other Information: Note: Admission to Urban Teacher Program as a post-baccalaureate student required to register. Clinical field experience hours are part of the course requirements.

EDU 650 [Student Teaching in the Urban Secondary School Grades 5-12](#)

Supervised student teaching with students in an urban middle school or high school (grades 5 to 12) individualized for post-baccalaureate pre-service teacher candidates needing the required ten full-time weeks or

equivalent for Minnesota teacher licensure. Limited student teaching placements are arranged for currently licensed teachers seeking to expand or add licensure through the post-baccalaureate process. Periodic seminars with other student teachers and the development of a standards-based portfolio are also required.

Prerequisite(s):	EDU 450 Advanced Urban Teaching Practicum and Seminar
Other Information:	Note: Application and approval required to student teach. Placements are made by arrangement with UTP Field Experience Coordinator in urban classrooms and are typically Monday through Friday for 12 full-time weeks during the school day.

ENTR 631   Entrepreneurship   4

This course examines the processes for launching a new enterprise, resources needed and financing strategies. Topics discussed include shaping a business concept into a feasible business venture, assessing demand, analyzing the competition, setting objectives, designing strategies, designing the organization and developing pro forma operating statements. This course helps students recognize the nature of business opportunities and develop realistic strategies for developing them.

Prerequisite(s):	ACCT 610 Financial Accounting for Managers AND MKTG 600 Marketing Management

FIN 511G   [Investment and Portfolio Analysis](#)   4

This graduate course meets jointly with FIN 511. The course examines the same topics as FIN 511, but with greater breadth, in greater depth, and with additional assignments.

Prerequisite(s):	ECON 202 Microeconomics AND FIN 601 Financial Management AND MATH 115 College Algebra

FIN 550G   [International Finance](#)   4

This graduate course meets jointly with FIN 550. The course examines the same topics as FIN 550, but with greater breadth, in greater depth, and with additional assignments.

Prerequisite(s):	ECON 202 Microeconomics AND FIN 601 Financial Management AND

MATH 115 College Algebra

FIN 565   Current Topics in Finance   4

This course applies the theory and practice of contemporary finance. We will apply the broad concepts of risk management, ratio analysis, capital budgeting, return and risk, and asset valuation. Our goal will be to understand how these concepts work in real-life business situations. Topics will vary from term to term.

FIN 595G   Strategic Finance   4

This graduate course meets jointly with FIN 595. The course examines the same topics as FIN 595, but with greater breadth, in greater depth, and with additional assignments.

Prerequisite(s):   ACCT 310 Financial Reporting AND
                            ECON 202 Microeconomics AND
                            FIN 601 Financial Management AND
                            MATH 115 College Algebra

FIN 601   Financial Management   4

This course focuses on the optimal management of the firm's assets and financing requirements. Topics covered include: financial decision making, financial markets, risk, valuation, long and short-term financing and investing. International and ethical implications are included, and extensive use of cases and spreadsheets is required.

Prerequisite(s):   ACCT 210 Financial Accounting AND
                            ECON 202 Microeconomics AND
                            MATH 115 College Algebra AND
                            STAT 201 Statistics I

FIN 697   Options, Futures, and Other Derivatives   4

The course will introduce finance students to financial derivatives, and their applications to the management of investment portfolios and business risk. Emphasis will be placed on the role of derivatives markets in the financial system, the principles of derivative pricing, applications of derivatives in risk management, and some of the causes of the 2008 financial crisis.

Prerequisite(s):   FIN 601 Financial Management

GNDR 501G   Research and Theory in Gender Studies   4

This course studies various theoretical, historical, and research perspectives in Gender Studies. Students will employ and evaluate relevant critical theories and methods while interrogating how gender is implicated in and intermeshed with racial, ethnic, and class dynamics. The course will engage with cultural and political theories of the social construction of gender and gender difference, examining gender themes in a variety of primary and secondary materials.

HIST 531G   Religion and Politics in America   4

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. (Also listed as Hist 331, RelS 355 and RelS 555 Religion and Politics in America.)

HRM 610   Managing Human Resources   4

This course examines the importance of human capital in organizations. Human resource management theories, principles and practices are studied from a strategic management, decision-making perspective it covers the functional areas of staffing, compensation, employee relations, labor relations and training and development. In addition, it focuses on current topics such as globalization, quality management, workplace violence, and identifying future trends in the field of human resource management.

HUM 660I   Hum SDIS

IBUS 611   International Business

The goal of this course is to raise your awareness and understanding of international business theory and practice needed by a company to compete successfully in the global economy. The course's specific objectives, to be achieved through written, oral, and individual research work, are as follows: Understand the theoretical principles and day-to-day practices of international business; describe and analyze the political, technological, market, cost and competitive drivers; understand the U.S. position in world trade and investment; recognize different management issues associated with a company's stage of development in its

international planning; apply concepts of gender, ethnicity, ethics, and religion to intercultural business transactions, and develop skills to critically analyze and use data with an international perspective.

IBUS 612   International Political Economy   4

To increase your knowledge of the ideas, questions, issues and problems studied in international political economy (IPE) in theory and practice. In order to help understand our daily lives in a new era of globalization, an appreciation of the theories, institutions, and relationships found in IPE is fundamental, whether for the business manager, the government policymaker or the private citizen. Topics will include: Basic history, philosophy and theoretical underpinnings of modern IPE; relationships that tie nations and citizens together (i.e. production and trade; monetary linkages; debt connections; security structures; roles of knowledge and technology); application to specific topics and problems in today's IPE (e.g. the EU; NAFTA; Japan; economies in transition; LDCs; the nature of TNEs, the IPE of OPEC), and to debate the IPE of global problems (e.g. the environment, food crises) and future IPE scenarios.

IBUS 613   Topics in International Business   4

This is a topics-based course in which current themes are covered intensively. The course is divided into three parts: an integrative portion which explores business history, culture, traditions and recent economic development, assessing their impact on the business climate/environment; a social section covering negotiation skills/styles, business etiquettes and internal country resources; and a strategic section, which covers keys to success and failure for various business strategies such as joint ventures, mergers and acquisitions, wholly-owned subsidiaries, production contracts and others.

Prerequisite(s):   IBUS 611 International Business

IBUS 643   Case Studies in International Business: Eastern and Central Europe   4

This course is designed to provide the international manager with a clear understanding of doing business in Eastern and Central Europe, examine trends in the region, and offer the insights of professionals in the area and others who plan to do business in the region over the next decade.

IBUS 650   Legal Aspects of International Business   4

U.S. businesses, including small businesses, increasingly strive to expand beyond national borders and to fend off foreign competition at home.

Many companies operate across the frontiers of nation-states. Transacting business across national borders and participating in a global economy give rise to a host of legal issues that do not occur in purely domestic business transactions. This course is designed to introduce the student to some of the principles, laws, and organizations impacting international business transactions. Its primary goal is to develop in the student an appreciation for, and understanding of, the legal and ethical issues inherent in doing business across borders.

IBUS 680   Developing International Markets   4

This course introduces students to the concepts and disciplines of international marketing. Students develop an understanding of the international environment and its impact on marketing. Topics include social and cultural influences; political, legal and financial considerations; exporting and importing; organizational alternatives; information sources; market-entry strategies; pricing and distribution; sales and communications practices; counter trade; and other current international marketing issues. Major geographic marketing areas are discussed.

Other Information: Overlap: MKTG 680 Developing International Markets.

IBUS 691   Doing Business in China, Hong Kong and Taiwan   4

This course applies international business theory and practice to develop company strategies for doing business in "Greater China": the People's Republic of China (PRC), Hong Kong, Macao, and Taiwan. Topics covered include: Understanding the theory and practice of doing business in "Greater China;" learning from the experience of practitioners as they approach and operate in the Chinese market; becoming familiar with China-related business support resources at the local, regional, national, and international levels, and developing effective analytical and planning skills to successfully conduct business with the Chinese.

Prerequisite(s):   IBUS 611 International Business or equivalent with instructor's consent.

IBUS 692   Doing Business in Japan, South Korea, South and SE Asia   4

The goal of this course is to develop a comprehensive awareness of the business, economic, cultural and political conditions needed to compete successfully in the major countries of East and South East Asia (E&SE Asia). Topics include: Evaluation of each country's potential role in a company's global strategy; principal globalization drivers (market, cost, government, competitiveness) and their integration through a strategic framework; methodology for analyzing prospects on a country-specific

basis and comparing factors across the region, and business resources relating to E&SE Asia.

Prerequisite(s):   IBUS 611 International Business or equivalent with instructor's consent.

IBUS 693   Doing Business in Europe   4

The goal of this course is to increase your understanding of the unique aspects of the European business environment, especially market integration, and how it has affected the strategy and behavior of businesses with a European presence. In particular, the course will provide the analytical framework and information resources critical to the decision-making process of U.S. companies doing or seeking to do business in Europe. Topics include: The European business environment; the development and establishment of policy within the context of the business environment; practical aspects of a U.S. company doing business in Europe, and European business resources of value to American companies.

Prerequisite(s):   IBUS 611 International Business or equivalent with instructor's consent.

IBUS 695   Doing Business in Latin America   4

The goal of this course is to provide an international manager with an understanding of business practices in Latin American countries, to examine regional trends as they impact companies, and to recognize legal, ethical and cultural influences on doing business successfully in the region. Topics to be covered include: Applying the theory and practice of international business to Latin America; learning from the experience of practitioners operating there; developing particular knowledge and skills essential for conducting business successfully in the region, and becoming familiar with Latin American business resources.

Prerequisite(s):   IBUS 611 International Business or equivalent with instructor's consent.

ICS 611   Distributed Database Systems   4

This course covers the fundamental issues of distributed databases with focus on data fragmentation and allocation, query optimization and transaction processing. Topics include: Distributed database management systems architecture and design; data fragmentation, replication, and allocation; database security, authorization and integrity control; query optimization; transaction management; distributed concurrency control and replica control; distributed object database management systems; multidatabase systems.

Prerequisite(s):   ICS 311 Database Management Systems

| **ICS 625** | Web Services and Service-Oriented Architectures | 4 |

This course introduces XML technologies, web services and service-oriented architectures. Current approaches to web service design and implementation will be discussed. Models for designing and implementing a service-oriented architecture will be discussed. Security considerations and emerging trends will be explored. Students will implement web services.

Other Information: Graduate standing. Java programming experience and experience with web application development and programmatically accessing databases or instructor permission. The equivalent undergraduate courses at Metropolitan State would be ICS 240 Programming with Elementary Data Structures (in Java), ICS 325 Web Application Development and ICS 311 Database Management Systems.

| **ICS 640** | [Distributed Algorithms](#) | 4 |

Study of distributed algorithms that are designed to run on networked processors and useful in a variety of applications., such as telecommunications, information processing, and real-time process control. Specific algorithms studied include leader election, distributed consensus, mutual exclusion, resource allocation, and stable property detection. Both asynchronous and synchronous systems will be covered and fault tolerance will be the major theme. Algorithms will be analyzed for complexity and proofs of corrections will be studied.

Other Information: Note: Graduate standing. Recommended: ICS 441 Theory of Computation

| **ICS 650** | Simulation Modeling and Queuing Theory | 4 |

This course is the study of fundamentals of computer simulation modeling and queuing theory at graduate level. Computer simulation can be an extremely powerful tool, yet few in industry seem well trained in the design, implementation, and interpretation of a useful simulation experiment. The instructional materials in this course are designed to familiarize the students with the use of computer simulation and queuing theory. Students will be taught to focus simulation studies on tractable and intractable questions, to draw conclusions from simulations results,

and to bring these conclusions into appropriate domain context. This is a hands-on course. Students are taught simulation theory through the practice of developing models and of writing software. Examples of application areas include: Computer Networks, Bioinformatics, Public Health Issues, Trends in Education, Trends in Industry and many, many more. Topics include: Introduction to Simulation; Introduction to the Arena software package; Simulation Examples; Statistical Models in Simulation; Queuing theory and Models; Analysis of Simulation Data; Verification and validation of Simulation Models.

Other Information: Prerequisites: Graduate standing in the MSCS program or permission of the instructor.

ICS 661   Wireless Technologies   4

This course is a Study of the theory and methodologies used in the construction of wireless networks. Topics include: Overview of computer networks and wireless systems; cellular concepts and design fundamentals; physical layer fundamentals; data link control protocols; security related concepts including authentication and privacy with message integrity; wireless medium access control (MAC) protocols; radio resource management (power control); resource allocation and call admission control; mobility management; wireless networking; wireless LAN; wireless mobile ad hoc networks and wireless sensor networks.

Other Information: Note: Graduate standing.

ICS 662   Distributed System Design   4

This course covers fundamental principles and theories on distributed and network operating systems, communication models, Client/Server architecture, and Peer-to-Peer paradigms. Group communication, synchronization, threads, processor allocations, fault tolerance, distributed shared memory, and case studies are also introduced.

ICS 664   Real Time Operating Systems   4

This course is the study of fundamentals of design and implementation of real-time operating systems. Most embedded computer systems have dedicated microprocessors as their computational and controlling elements and run real-time operating systems. This course covers concepts, programming languages, tools, hardware, and methodologies used in the construction of real-time operating systems and their peripheral components. Topics include: applications of real-time operating systems; communications between PC computers and embedded systems; fundamental concepts of scheduling (multitasking and interruptions); introduction of basic hardware components used in most real-time operating systems; Hardware description language[VHDL]; and the writing of a real-time operating system [RTOS] using industrial

standard C language, debugging, and loading the code to the target hardware.

Other Information:	Full graduate admission; if admitted conditionally, must have the undergraduate courses in the following areas: computer organization and architecture, computer operating systems, and programming proficiency in C based languages.

ICS 670	Contemporary Issues in Software Engineering	4

This course presents Software Engineering topics of interest to students in the graduate Computer Science program. Topics vary with each offering of this course, but will be related to Software Engineering concepts such as verification, validation, secure systems, quality control, or formal methods. Check the class schedule for details about topics and course prerequisites.

Prerequisite(s):	ICS 470 Software Engineering or equivalent, and graduate standing in the MSCS program or permission of the instructor.

Other Information:	Prerequisites: Graduate standing in the MSCS program or permission of the instructor.

ICS 672	Pattern-Oriented Software Construction	4

Object-oriented design using design patterns. Topics include: Study of creational, structural, and behavioral patterns; Applications of these patterns in the design and implementation of object-oriented systems; complete analysis, design, implementation, and refactoring of online and batch systems.

Other Information:	Note: Graduate Standing.

ICS 682	Cryptography and Computer Security	4

This course will discuss a broad range of computer security issues related to cryptography and networks. Students will study the design and use of cryptographic systems and analyze cryptanalytic attacks. A history of cryptographic systems and the mathematics behind them will be covered as well. Techniques of network security, including cryptographic techniques, will be covered.

Other Information: Note: Graduate standing in the MSCS program or permission of the instructor.

ICS 684   Cyberspace Security Engineering   4

This course includes the following topics: principles of secure network communications, security system design, techniques of authentication and identification, cryptographic key distribution and management, assurances of data integrity, access control, security policy; performance of implementation to policy. Particular system structures, protocols, utilities, and various commercial standards are also introduced in class.

Prerequisite(s):   ICS 460 Computer Networks and Graduate standing.

ICS 686   Design of Information Assurance Systems   4

This course is an integrated course emphasizing the design, analysis, and implementation of software information assurance system solutions by analyzing the current information infrastructures, software design, and applying software development, programming, testing, and engineering concepts.

Prerequisite(s):   ICS 682 Cryptography and Computer Security or with instructor's consent. Graduate standing.

Other Information: Prerequisite: Graduate Standing.

ICS 690   [Special Topics:]()   4

This course is an in-depth study of some aspect of computer science that is not part of a regular course. Special topics courses of current interest will be offered on an occasional basis. Students may repeat ICS 690 for additional credit with advisor approval. Some topics may have prerequisites.

Prerequisite(s):   ICS 462 Operating Systems

ICS 697   Graduate Research Project   4

Project in Computer Science: study in a specific area in the field, identification, analysis, and solution of a problem with practical significance; preparation of a report and defense of the work; supervised by a resident faculty member of the department. Offered on the Pass/Fail basis only.

Other Information: Completion of 16 credits of graduate computer

science coursework and consent of the project supervisor.

ICS 698   Research Seminar   2

In this course, the student will perform the following activities: search the literature on specific areas, read papers in a selected area, study the methodologies used in the applied computer research, write and submit a survey paper based on the reading, and make an oral presentation of the results. It should be taken no later than the second semester.

Other Information: Prerequisites: Graduate standing.

ICS 699   Graduate Research Thesis   4

Original and creative research in Computer Science; preparation of a thesis and defense of the work; supervised by a resident faculty member of the department. Offered on the Pass/Fail basis only.

Other Information: Prerequisites: Completion of 16 credits of graduate computer science coursework and consent of graduate advisor. Note: This course is offered to Master students in Computer Science only.

INFS 518G   Information Issues: 4

This course addresses issues of information access and cybrethics. These issues can include access vs. privacy or secrecy; security; the fair and unfair uses of intellectual property; free speech vs. civil rights; censorship; public policy; and the corporate bottom line, the question of who pays for what in the transmission of information and entertainment. Note: This course is about information issues and is not a technology skills building course. This is a 4 credit course and it is assumed that students are familiar with utilizing online databases for research.

LAWE 500G   [Best Practices in Law Enforcement Communication and Social Dynamics](#)   3

This course examines the social and psychological dynamics associated with families in crisis and the police role in providing assistance in crisis situations. This course reviews best practices working with victims of crime, including family members, juveniles, and vulnerable adults and the ethical conflicts associated to working with diverse communities. The course also serves as partial fulfillment of state required learning objectives for eligibility to become a licensed peace officer in Minnesota.

Other Information: Approved Course

LAWE 501G   Best Practices in Police Community   3
                 Interaction

This course reviews best practices to address issues facing the police in
the 21st Century with an emphasis on diversity and community oriented
policing. This course also serves to fulfill some of the state of Minnesota's
learning objectives to be a police officer in Minnesota.

LAWE 502G   Best Practices in Law Enforcement   3
                 Ethics and Police Leadership

This course is to prepare future ethical leaders for a career within the law
enforcement profession, with a focus in the best practices within peace
leadership, the dynamics of leadership, morality and professional conduct,
ethical decision making, communication, motivation, and community
policing.

LAWE 600   Managing Police Organizations   4

This course examines basic management theory and practices and applies
them to the administration of law enforcement agencies. It examines the
functions of the police in the criminal justice system, the concepts and
principles of police organizational structure, the base of law enforcement
authority, and the concepts and principles of administration and
management with an emphasis on the environment, change, conflict,
strategy and evolution. Crime problems and reduction strategies are also
examined.

Other Information: Admission to Graduate Program or instructor's
                        consent.

LAWE 610   Managing Human Resources in Law   4
                 Enforcement

This course examines human resource management in policing. Legal
issues and technical aspects of police recruitment, selection and promotion
are examined. Career development, performance appraisal and
productivity measurement, leadership, and discipline are analyzed. The
course also focuses on ethical issues relating to management.

LAWE 620   Public Policy Analysis in Law   4
                 Enforcement

This course examines public policy analysis for managers of law
enforcement agencies. It inspects models, strategies and techniques as
mechanisms to evaluate policy options and the impact of change in
organizations. The course focuses on community oriented approaches to
problem analysis.

LAWE 631   Police Culture   4

This course examines the dynamics of police culture and how it influences police officers' behavior. It explores the complex interactions between police culture and issues relating to integrity for police managers. The underlying values of the police culture are examined as challenges for police supervisors developing integrity within law enforcement agencies. Issues connected to loyalty, racism, professionalism and use of force are focused on as they relate to integrity within police agencies.

Other Information: Pre-requisite: Licensed Police Officer.

LAWE 645   Police Leadership: Contemporary Issues   4

The course explores past and future trends, challenges, and advancements in law enforcement leadership. The course focuses on the stories and lessons learned by leaders throughout the private, non-profit, and public sectors. The course explores ethics, diversity, and changing demographics of leadership within a law enforcement agency.

Other Information: Prerequisite: Admission to graduate program or instructor's consent.

LAWE 653   Applied Police Research   2

Using both a theoretical and practical framework, students will identify a critical issue facing law enforcement. The student will research the critical issues, identifying alternatives and solutions. This course is a student designed research project to meet the special needs of the students, their agency, and/or the law enforcement profession.

Other Information: Prerequisite: Admission to graduate program or instructor's consent.

LING 547G   History of the Enghlish Language   4

This course emphasizes the evolution of English in connection with historical, social, literary and linguistic forces. Topics addressed include Old English language in the Anglo-Saxon culture; the effects on English of the Norman Conquest, the Renaissance and the invention of printing; British colonialism; the spread of English to Asia, Africa and America; the modern development of the language; and underlying principles of change ruling various types of linguistic phenomena that take place during the

natural historical development of a language.

LIT 501G   Literary Criticism: Beginnings-1950   4

This course provides grounding in literary theories that have been expounded from antiquity down to the recent past. The course also covers applications of these theories to particular texts. Typical questions engaged include What is literary quality and how is it recognized? Does or should literature serve moral, social or political purposes? What is literature?

Prerequisite(s):   WRIT 131 Writing I or have instructor's permission.

LIT 502G   Literary Criticism: 1950-Present   4

This course provides grounding in literary theories that have emerged in the recent past. The course also covers applications of these theories to particular texts. Knowledge of these approaches offers students a variety of tools for analyzing texts, and makes more decipherable the scholarly discourse of the literary profession.

Prerequisite(s):   WRIT 131 Writing I or have instructor's permission.

LIT 590G   Advanced Studies in Literature   4

Each section of this course selects a different author, topic, genre, period or issue and explores it through the literary study of texts. Course topics and class discussions are intended to engage advanced students of literature in particular, but the course is open to all interested students with appropriate preparation. The course provides an opportunity for English majors and other advanced students of literature to explore authors and topics of particular interest to them and of special significance in the discipline. See the Class Schedule for information on individual sections.

Prerequisite(s):   WRIT 131 Writing I or have instructor's permission.

LIT 660I   SDIS

MDST 580G   Issues in Communication Technology   4

This course is concerned with the impact communication technologies have had and continue to have on human societies. The course begins with a brief examination of two technologies that have had a profound impact on how people think about communication. It looks at the background and impact of current technologies. And it also looks at new and emerging technologies - such as hypermedia, neural nets, virtual reality - speculating about how these technologies will change people in the near future and later in the twenty-first century.

MDST 583G　　Online Education and Training　　　　4

This course is designed to provide information and experience integrating media into training and education with an emphasis on instructional design, online communities, and online collaboration. Students learn concepts and techniques to enable them to analyze various online learners and learning situations and to choose appropriate approaches.

Prerequisite(s):　　WRIT 572 Document Design and senior or graduate standing.

MDST 590G　　Teacher Workshop in Media Literacy　　　4

These intensive workshops focus on a variety of topics relating to media literacy, multimedia technologies and children's television. The emphasis is on skill development and application to a K-12 audience. Topics will vary; may be taken up to three times for credit on different topics.

MGMT 551　　Executive Lecture Series　　　　2

This course is focused on top management decision making as practiced in organizations within the Twin Cities area. Senior level executives interact with students and discuss topics in their areas. In addition, various leadership theories/models will be discussed and critiqued.

MGMT 600　　Practical Research Methods for Managers

This course provides students with practical knowledge needed to conduct research in business and non-profit areas. Major topics covered include research design, data collection and analyses, research proposal and research report. Students will gain practical experience by applying the procedures and techniques learned in this class to the area of their interest including marketing, finance, management, and operations in business and non-profit organizations. This course must be taken during the first semester of MBA studies.

MGMT 610   Managerial Communications   2

This course acquaints participants with the written assignments and oral presentations required in the master's program. It focuses on dyadic and small group communication models, various models and strategies for communication in different types of organizations, the nature of listening, negotiation and conflict resolution, task-oriented group communication processes, teambuilding and leadership, persuasion, and the nature of evidence. The course improves your ability to use appropriate communication devices and strategies in achieving organizational objectives, and sharpens your written and oral communication skills.

MGMT 610A   Managerial Communication   4

This is the recommended first graduate course in the master's program. It acquaints participants with the written assignments and oral presentations required in the master's program. It focuses on dyadic and small group communication models, various models and strategies for communication in different types of organizations, the nature of listening, negotiation and conflict resolution, task-oriented group communication processes, teambuilding and leadership, persuasion, and the nature of evidence. The course improves your ability to use appropriate communication devices and strategies in achieving organizational objectives, and sharpens your written and oral communication skills.

Other Information: Taiwan Program Only.

MGMT 620   [Organizational Behavior](#)   4

This course focuses on behavior in organizations as influenced by individual differences, group processes and interactions, and organizational processes. Skills and abilities essential for effective management in changing organizational contexts are emphasized. Topics examined include motivation, diversity, group development team building, power and politics, leadership, job design and organizational culture.

MGMT 632   Leadership and Ethics   4

This course explores the relationships between selected leadership styles and individual ethics. It examines situations in which leader convictions regarding ethical behavior are in conflict with organizational objectives and stakeholders' interests. The course proceeds from the assumption that anticipating ethical pressures/choices and shaping a personal framework for making value choices can improve leadership skills.

Prerequisite(s):   MGMT 600 Practical Research Methods for Managers

MGMT 635   The Changing Nature of Management and Organizations   4

Organizations operate in a dynamic, constantly changing environment. Managers need to understand new perspectives and tools for organizational transformation, and the have the mastery of key transformational skills to be successful in this environment. This course examines these new perspectives and tools and provides students the opportunity to examine and refine their own approach to management in this dynamic environment. Topics include learning organizations, chaos theory, strategies for planned change and organizational development and other emerging issues.

Prerequisite(s):   MGMT 620 Organizational Behavior

MGMT 640   Quality Improvement in Organizations   4

This course examines organizational excellence and continuous improvement of quality from the managerial perspective. Topics include customer focus and satisfaction, the role of leadership, strategic planning, management by fact, human resource development and management, process design and improvement, and their impact on business/organizational results.

Prerequisite(s):   MGMT 620 Organizational Behavior

MGMT 660   Managing a Diverse Workforce   4

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context and historical development of equal employment opportunity, affirmative action, and diversity management are addressed. Students gain theoretical and practical knowledge to understand beliefs, attitudes, biases and prejudices to more effectively manage differences in order to enhance organization productivity.

Prerequisite(s):   MGMT 600 Practical Research Methods for Managers

MGMT 665   Business Futures   4

This independent study raises students' awareness about the future of business opportunities, planning and forecasting, forces for change, impact of future technology, strategies to capitalize on change, and alternative probable futures. It includes study of alternative futures for accounting, administration and management, data processing, economics and marketing.

MGMT 699   [Management: Strategy and Policy]   4

As the capstone course for the M.B.A. program, students integrate analytical tools and knowledge from the various functional areas of management, previous graduate courses, work experience and strategic management theories. Case studies and readings provide students the opportunity to analyze past and current strategies and to formulate and implement new strategies for various types of organizations. Prerequisite: Completion of all Phase I courses.

Other Information: Prerequisite: Completion of all Phase I courses.

MIS 600   [Management Information Systems]   4

Management Information Systems (MIS) evolved from essentially an organization's support operation to a strategic element of an organization's life and survival. This course explores information systems' new and expanding roles. Models are developed showing how new technologies are assimilated into the organization, how to plan for systems within the overall strategic management process, assess the risk in system development projects, and become a "sophisticated user" of information systems. Traditional and new technologies are utilized. The course also includes a solid review of microcomputers and office automation's roles. This course broadens understanding of the design and implementation of various computerized information systems to support management decision making and evaluation, and prepares the student to integrate new technologies and configurations into the management process.

Other Information: Note: MIS 600 is a prerequisite for all MIS graduate classes, unless it is waived by permission of the coordinator or the course instructor. Review course descriptions and prerequisites at the MMIS Web site, http:www.metrostate.edu/com then navigate to the MMIS graduate program.

MIS 620   Project Management   4

This course focuses on developing the skills needed to become a successful project manager and project team member. Topics covered include all aspects of project management from project initiation issues and project planning to scheduling, implementation, monitoring progress and controlling to achieve desired project results. Also, included are project management techniques such as PERT, CPM and project evaluation methods using appropriate software programs.

MIS 630   [Healthcare IT Systems]   4

Managing Information Technology in Healthcare: This class will cover a wide range of information systems in healthcare, and best practices in their management. The United States is increasingly dependent on the Healthcare industry to provide accessible, immediate and relevant care to those who require medical and health-issue attention. The Healthcare environment changes rapidly and organizational stakeholders need to be actively involved across many dimensions of process and service delivery. History and experience informs us that private and public Healthcare programs and organizations are heavily affected by increasing regulation and the cost of providing care to patients. An underlying component of all of these factors is the manner in which Health Information Systems work with health-oriented processes and operations. There are critical components in Healthcare Information Technology that Healthcare professionals, IT Healthcare professionals and IT professionals in general should know in order to understand this industry and help to improve the professions.

| **MIS 643** | Telecommunications and Internet Management - Part One | 2 |

This course will cover a range of Internet and telecommunications services, applications and the management of telecommunications operations within a business enterprise. It will address the impact of various telecommunications services on day-to-day business operations and analyze the productivity and revenue-enhancement potential available to business. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

Prerequisite(s):   MIS 600 Management Information Systems

| **MIS 644** | Telecommunications and Internet Management - Part Two | 2 |

This course explores current issues related to telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization and through the Internet. Trends of telecommunications services are analyzed. Telecommunications trends in the United States and Europe are examined. A range of emerging telecommunications services is explored as well as how such services alter the ways that organizations gather information for decision making and manage these new environments. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

Prerequisite(s):   MIS 600 Management Information Systems

MIS 653   [Supply Chain Information Systems](#)   2

Beginning where MIS653/Mktg 653 Supply Chain Management/ Logistics Management leaves off, this course examines the use of information technology to improve efficiency and effectiveness in the corporate supply chain. Topics covered include the strategic role of key information technologies in business-to-business e-commerce; efficient customer response; enterprise resource planning; the virtual value chain. Prerequisite: MIS 653 Supply Chain Management/Logistics Management.

Prerequisite(s):   MIS 600 Management Information Systems

MIS 654   ERP and Applications   2

Introduction to Enterprise Resource Planning systems, the ERP life cycle, the pros and cons of ERP systems, and highlights of ERP's role in an e-commerce system. This course also highlights ERP risk - the factors that go into success or failure for ERP implementations.

MIS 656   [Business Analytics](#)   2

This new course introduces methods used to find Predictive Solution in Supply Chain Management (SCM). Students will learn which methods/tools should be selected to reduce inventory, estimate supplier performance or improve demand forecast accuracy. Topics covered include: Replenishment Methods and Inventory Optimization, Supplier Performance Analysis, Demand Forecasting , Logistics Planning, Price Optimization. Special emphasis is placed on Combining SCM and Customer Relationship Management (CRM).

MIS 657   Database and Client/Server Systems   2

Databases represent not only data storage, but critical organizational assets. MIS professionals must not only understand the basics of database management and relational design, but must also know how to leverage these assets for competitive advantage. This course covers database design and implementation and creation of information and standards. Client/Server technology represents an important part of modern database applications. It allows the firm to implement database applications as efficiently as possible in networked environments. Competence in the application, development, evaluation, management and use of corporate and external databases, including client/server technologies are skills needed by all business people. More importantly it is critical to MIS professionals given the vast array of options and new tools available. Topics in distributed database management including transaction management, concurrency control, deadlocks, replicated database management, query processing reliability, and surveys of commercial systems and research prototypes will be reviewed.

MIS 658   Advanced Database Administration   2

This course aims to take students' knowledge of databases (including their application and strategic management) to an advanced level by providing high level concepts and strategies for database administration in the modern firm. The course provides an in-depth description and analysis of the database administration environment, performance management, data integrity and security, and disaster planning, recovery and management. This course provides a solid managerial context for database administration and helps the students learn strategic roles for databases in the modern firm.

Prerequisite(s):   MIS 600 Management Information Systems

Other Information: Recommended: MIS 657 Database and Client Server Systems.

MIS 660   Management of Advanced Application Design   2

Time to market, rich functionality, organizational readiness, competitive advantage/parity, quality and technology: these are a few of the dynamics that drive application design decisions. Understanding the relationships between these drivers and building organizational awareness of the associated trade-offs is critical to successful application design.

MIS 662   Management of Distributed Computing   4

Surveys of the skills desired by potential employers of graduate management students indicate that use and understanding of microcomputers is highly valued. In this course you have the opportunity to build your skills while learning how to incorporate the microcomputer into your management "portfolio." The course reviews state-of-the-art equipment in each of the basic software and hardware families, while emphaszing management models and higher-level analysis using the computer. Practical projects are assigned giving students real-world opportunities to use these tools to enhance their work and build productivity. The class differs from software training in that theory and models are taught with a management perspective as opposed to package-specific training. Participants are asked to complete computer lab assignments, a written needs assessment, a comprehensive and highly practical class project and final exam.

Prerequisite(s):   MIS 600 Management Information Systems unless it is waived by permission of the coordinator or the

course instructor. Review course descriptions and prerequisites at the MMIS Web site, http:www.metrostate.edu/com then navigate to the MMIS graduate program.

MIS 663   Strategic Management of Technology and Innovation   4

Mangement of technology and the innovative process have only recently been regognized as important managerial functions. In the near future, many more organizations in the marketplace will be technology-driven. Methodologies and models have been developed to help modern managers evaluate the vast array of technologies they face, determine which ones have promise and which should be ignored, and how to profit from them in new product development. The class also explains linking business and technology strategy, new product design, building and fostering an innovative environment within your organization, and the nature of technological entrepreneurship.

MIS 665   [Systems Design and Decision Support](#)   4

New systems design approaches and techniques are providing extraordinary strategic opportunities to organizations that recognize and implement them. This course shows students state-of-the-art systems design from a managerial perspective rather than a strictly technical approach. Managers who wish to get the most out of new and existing information systems and technical people who wish to see where systems may be going have the opportunity to do so in this class. Beyond current approaches, students are also presented with basic information on new technologies including artificial intelligence and expert systems, which many believe will play a critical role in future systems.

MIS 667   Telecommunications and Internet Management   4

This course explores the range of available telecommunications technologies and how they can be used to facilitate information-access and dissemination at all levels of an organization. Trends in stndardization of telecommunications services are analyzed. In addition, students examine how the management information systems or data processing manager can use these services to generate accurate MIS reports in a cost-effective manner. Telecommunications trends in the United States and Europe are addressed in detail. A range of emerging telecommunications services is explored as well as how such services radically alter the ways that organizations gather information for decision making.

MIS 668   Strategic Management of Technology and Innovation I   2

The Management of Technology has become an important discipline within the field of MIS. In this first course of a two course sequence, you will learn basic principles of technological change and the mgmt of that change in modern institutions. We will look at life cycle analysis, productivity models, cost and ROI models and many more, using state-of-the-art technologies and real world case examples.

Prerequisite(s):   MIS 600 Management Information Systems

MIS 669	Strategic Management of Technology and Innovation II	2

The Management of Technology has become an important discipline within the field of MIS. In this second course of a two course sequence, you will build on the basic principles of technological change and the mgmt of that change in modern institutions, to learn how to generate and foster innovative technological environments, and how to becoe an agent of technological change. We will look at innovation models, moving from research and emerging technologies to mature technologies, how to make technological change a key element of strategy with high payback and many more, using state-of-the-art technologies and real world case examples.

Prerequisite(s):   MIS 600 Management Information Systems OR MIS 663 Strategic Management of Technology and Innovation

MIS 671	[Problem Formulation and Data Presentation](#)	4

This course provides students with techniques and strategies to work on complex business problems while exercising strong critical thinking skills. It also helps them develop potential solutions. This course then focuses on how to take the results of students' professional work and present complex material in a manner that helps them clearly explain and market their information.

MIS 673	Knowledge Management	2

This course is designed to define the role of Knowledge Management (KM) in organizations, various components needed to manage knowledge in an organization, leadership skills required to lead a KM initiative, evaluation of existing KM tools and systems, the difference between KM and data management, content management, and information retrieval. It gives special attention to management information systems theories in the organizational setting including: transaction processing, operational reporting, decision support systems and executive information systems. It also includes all phases of the systems development life cycle (SDLC) as

well as system maintenance strategies and planning. It emphasizes the human aspects of change management, training and implementation. The course includes case analysis from texts and real world examples.

MIS 675	Risk Analysis in Information Technology	2

Any IT development project contains significant risks. However, keeping the status quo is also risky in rapidly changing technological and competitive environments. This course is designed to familiarize the student with risk analysis concepts derived from many sources including actuarial and statistical studies, insurance and risk analysis, software quality assurance methodologies, management and audit trails and many others. Student will learn to assess the risk in an information systems portfilio and develop strategies for managing the many risk types discussed: Prerequisites: MIS 600.

MIS 676	Legal Environment in IT	2

This course explores social, legal, legal-ethics, political, constitutional and economic implications of computing from a business point of view. It covers the issues individuals face as members of a technological society and offers guidance for professionals in computer-related fields. One of the book's goals is to develop computer professionals who understand the implications of what they create and how it fits into society at large. The class covers legal aspects of privacy and personal information, encryption and interception of communications, freedom of speech in cyberspace, intellectual property, computer crime, computers and work, broader issues on the impact and control of computers, and professional ethics and responsibilities.

MIS 679	Seminar in Management Information Systems

This capstone course for the MIS concentration looks at the field's cutting-edge issues and information systems' future in organizations. The class uses the seminar format in which presentation of the material is integrated with innovative student projects. The course examines the challenges of MIS in the 1990s including re-engineering the firm; developing productivity strategies including computer assisted systems engineering (CASE) and object-oriented programming systems (OOPS); creating user productivity strategies, decision support and executive information systems; connectivity approaches; and exploring resulting ethical implications of information systems issues. Students have the chance to work in depth on information systems topics of interest.

MIS 680	Introduction to Information Assurance	4

Modern organizations operate in a net-centric world. New information technologies arrive at lightning speed, allowing us to share information across town, across the country, and around the world faster than ever before. Organizations in both the public and private sectors are only now realizing the value of the information assets they manage. This class will present and provide an introduction to information assurance (IA) and explore a wide range of business services and how they are impacted by IA issues. Topics covered include: How to assess risks and develop a security policy for operational integrity. Learning outcomes for this course include: Defining the roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization; The applications of information technology in business organizations and managerial decision making; Knowing associated ethical and societal implications; Understanding how emerging technologies pose risks to organizations; and Defining how providing information assurance solutions will keep our information systems safe from harm. At the macro level, the course will also address national security considerations.

| **MIS 681** | Data, Network Security and Convergence Issues | 4 |

Organizations with computer networks, Web sites, and employees carrying laptops and Blackberries face an array of security challenges. Among other things, they need to keep unauthorized people out of the network, thwart Web site hackers, and keep data safe from prying eyes or criminal hands. This course provides a high-level overview of these challenges. This course is not for the hard-core IT security engineer who works full time on networks. Instead, it is aimed at the nontechnical executive with responsibility for ensuring that information and assets stay safe and private. The course presents a guide to Thwarting Data Thieves and Hackers and covers the following technical issues in a nontechnical manner: -The concept of "defense in depth" -Network design -Business-continuity planning -Authentication and authorization -Providing security for your mobile work force -Hackers and the challenges they can present -Viruses, Trojans, and worms But it doesn't stop there. The course goes beyond the technical and covers highly important topics related to data security like outsourcing, contractual considerations with vendors, data privacy laws, and hiring practices.

Prerequisite(s):   MIS 680 Introduction to Information Assurance

| **MIS 682** | Analysis of Strategic and Tactical Security IT Planning | 4 |

This course is designed to provide students and practitioners a framework to build and implement an IT security strategy that is aligned with their business needs. A key element of Security is developing and implementing these strategies. In the course, you will learn about: 1. Advanced concepts and principles of strategic planning for IT Security. 2.

Applications of risk principles, security policies to improve operational integrity are learning outcomes for this course. 3. Roles and responsibilities of technical and non-technical participants in Enterprise systems development and utilization. 4. Applications of information technology in business organizations and managerial decision making, and associated ethical and societal implions. 5. Emerging technologies and the risks they pose to organizations.

Other Information: Approved Course
                        Course Pending Approval

MIS 683   Process Analysis and Design   2

This course was created to give students a thorough look at the discipline of process analysis and design, workflow analysis and process reengineering. It uses a highly visual approach to both designing and communications process analysis. Students will learn to properly analyze, design and build the main visualizations for process analysis including flowcharts, data flow diagrams, entity relationship diagrams and others as tools for communicating management designs.

MIS 685   Data Mining Tools   2

This course introduces how Data Mining tools can be used to solve business problems like Best Next Offer, Customer Retention, Customer Potential Life Time Value estimation, Market Basket analysis, etc. This course gives students an opportunity to exercise advanced Data Exploration and Mining software. Introduction to Data Mining tools/solutions evaluation is also part of this course.

MIS 686   Advanced Data Mining Tools   2

The course gives students an opportunity to start with several Business Problems which require Data Mining techniques like classification, estimation, clustering. Students are supposed to research on Data Mining vendors/tools to find Strengths & Weaknesses for selected Data Mining tools Students are supposed to use 5 groups of Data Mining tools selection criteria: Hardware/OS/Networking, Data reparation/Manipulation, User Interface/Model Output, Algorithms & Manageability, Support/Documentation/Training. The course gives students an opportunity to exercise advanced Data Exploration and Mining software (developed by Synera Systems, Inc.) to analyze Retail Customer Behavior. Students are supposed to use a macro language to document Data Quality problems. Introduction to E-Customer Behavior is also a part of this course.

MIS 690   E-Commerce and Customer Relationship Management   2

This graduate seminar course will review the essential infrastructure and transaction components of electronic commerce. It will also examine in detail the evolving panorama of business strategy for business-to-consumer electronic commerce. In that context of strategy for electronic commerce two issues in particular will be examined: (a) achieving synergy of e-commerce with "brick and mortar" business operations & (b) the increasingly significant and evolving role of CRM (Customer Relationship Management) systems. Also examined will be the unique challenges of project management for electronic commerce development efforts that require heavy outsourcing and multiple partnerships with external vendors: Web developers, databases specialists, ASPs, & media specialists.

| **MIS 691** | M-Commerce: Extending the Enterprise | 2 |

This course will cover a range of mobile and wireless applications and explore how those technologies are impacting the business enterprise. It will address the impact of various wireless and mobile services on day-to-day business operations and analyze the productivity and revenue-enhancement potential available to business. The course will also address the issue of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging mobile telecommunications services and how they can be harnessed to add value to business operations.

| *Prerequisite(s):* | MIS 600 Management Information Systems unless it is waived by permission of the coordinator or the course instructor. Review course descriptions and prerequisites at the MMIS Web site, http:metrostate.edu/com/mmis/ |

| **MIS 694** | Cyber Ethics | 2 |

With Information Technology playing an ever greater role in organizations, and the widespread availability of technology with the ability to collect and create information on everyone, many new ethical issues have been created. This course will frame many current ethic issues in IT and help the student develop methods of analyzing and dealing with these issues in real world situations. Topics may include issues such as privacy, copyright and intellectual property, employee monitoring approaches, multinational information flows, corporate intelligence and others. Hacking, computer security, viruses and other acts of destruction will be reviewed from an ethical perspective.

| **MIS 695** | Electronic Government | 2 |

The purpose of this course is to describe the growth of E-Government, typical phases of development, and strategies for planning and managing E-Government initiatives. Topics include both the challenges to E-Government such as data privacy and the "digital divide", as will as the best practices, success stories and breakthrough innovations in public sector service delivery.

MIS 699   Integrative Capstone Project   4

Two cohorts per term will be formed to do systems projects, one of which will be Web-based. Twin Cities organizations will be solicited for systems development or other related projects. Resident faculty will oversee teams. Group project and individual reports will be created. Clients' perceptions will be determined. This experience will give the students many networking opportunities in addition to the critical opportunity to apply what they have learned in a rigorous way. Theory and practice will merge to meet the fast-paced requirements of a real world IS environment. When the cohort successfully completes its project, its members will have valuable experiences to draw on for years to come.

MKTG 600   [Marketing Management](#)   4

This course examines activities through which private, nonprofit and government organizations provide goods, services or ideas to serve a selected market segments' defined needs. Some of the topics included are demand analysis/needs assessment, analysis of competition for markets and/or resources; setting systems of marketing objectives; designing marketing strategies relating to the offer, communications, distribution methods and pricing; organization for marketing; and budgeting and evaluation.

MKTG 642   Design and Management of Advertising Programs   4

Management of advertising programs requires that good use be made of electronic and print media, direct mail, public relations, promotions and personal sales power in achieving organizational goals. Topics include audience analysis, creative strategies, advertisement production, computer graphics, trade shows, advertising laws and the ethics of advertising communications. Special attention is given to multicultural factors in designing advertising campaigns.

MKTG 650   Purchasing Management   4

This course examines the activities undertaken by purchasing personnel to achieve the objectives of their organization. The topics covered include value analysis, vendor analysis and certification, negotiations and contracting, logistics and inventory control, and the legal and ethical

considerations in professional purchasing. These topics are relevant for organizations in the public and non-profit sectors of the economy as well as to private-sector organizations.

MKTG 651   Materials Management   2

This course examines those activities concerned with materials and inventory requirements from receiving the materials to their introduction into the manufacturing processes. Topics discussed include objectives and organization for materials management, total quality management, materials requirement planning, traffic management, warehousing, automated inventory control systems, and legal and ethical considerations in materials management.

MKTG 652   [Supply Chain Management](#)   2

This course examines those activities involved in planning, implementing and controlling the flow of raw materials, in-process inventories, and finished goods from the point of origin to the points of consumption at the lowest total costs. Topics covered include strategic planning; forecasting; inventory management; transportation modes, services, and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; identification of all components of the supply chain and the overall management of logistical functions. This course leads into MIS 653 Supply Chain Information Systems.

MKTG 653   International Purchasing   2

Global competition makes it increasingly important for American firms to contract with foreign companies in order to establish efficient and reliable sources of industrial materials and supplies. Topics include starting a global buying program; dealing with foreign cultures, business practices, monetary systems, and related legalities; writing international purchase orders; controlling global logistics costs; and U.S. programs designed to benefit importing buyers.

Prerequisite(s):   MKTG 650 Purchasing Management or equivalent with instructor consent.

MKTG 654   Current Issues in Purchasing/Logistics Management   2

This course examines those trends and issues which are most likely to influence policy-making and strategy design for efficient and effective purchasing management. Topics include changing information technologies affecting efficiency in purchasing; changing technologies in transportation and storage; influences of the changing make-up of the work force; purchasing's role in quality management; strategic alliances

with suppliers; multi-national sources; and legislative initiatives.
Seminars are led by experienced executives in purchasing management.

Prerequisite(s):   MKTG 650 Purchasing Management or equivalent
                            with instructor consent.

MKTG 656   Professional Negotiations   4

This course helps students to understand the roles of negotiations in
purchasing goods and services to support manufacturing operations.
Topics include how to establish negotiations objectives, how to analyze
and to use various negotiating strategies and tactics, how to negotiate in
line with legal and ethical considerations, and how to evaluate the
effectiveness of negotiating policies, procedures and personnel.

MKTG 670   Marketing to Business Organizations   2

More dollars are spent in sales to businesses than to household
consumers. Manufacturers, wholesalers, retailers and business service
organizations have buying patterns and motives different from household
consumers, making specially-designed marketing efforts necessary to
meet their needs. This course provides methods and procedures for
planning, implementing and evaluating marketing systems and programs
serving the needs of the economy's for-profit business sector.

Prerequisite(s):   MKTG 600 Marketing Management or equivalent
                            with instructor consent.

MKTG 680   Developing International Markets   4

The development of work trade makes it increasingly important for firms
in virtually any industry to widen markets overseas. This course provides
methods and procedures for assessing opportunities abroad, and for
establishing, maintaining and managing marketing activities in other
nations of the world. Special emphasis is given to negotiations involved in
building marketing organizations, and to logistical, legal and cultural
considerations important for productive exchanges of goods, services and
currencies.

Prerequisite(s):   MKTG 600 Marketing Management or equivalent
                            with instructor consent.

Other Information: Overlap: IBUS 680 Developing International
                            Markets.

MKTG 690   Strategic Marketing Planning   4

This course covers marketing planning from mission statement to

budgets. It extends and builds upon the planning methods introduced in Marketing Management. Particular emphasis is placed upon environmental scanning, competitive analysis, comparisons of alternative strategies and the organizational activities required to implement the plan. The planning methods and procedures discusses are equally applicable for organizations operating in the economy's private, not-for-profit and government sectors.

Prerequisite(s):   MKTG 600 Marketing Management

MKTG 695   Master's Paper Development

This course is designed to help students refine and clarify their master's paper topics. Course topics include development of a paper proposal, use of the existing literature and research methods. Students are expected to begin the course with a tentative project already selected. Successful completion may require formal paper proposal, outline of paper, literature review, bibliography, description of methodology and selection of the paper advisor.

MKTG 695A   Master's Paper Development   2

MKTG 695B   Master's Paper Development   2

MLS 600   [Introductory Seminar](#)   4

The seminar will address aspects of theory, method, research, and knowledge formation in selected disciplines within the humanities, social sciences and natural and physical sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and its implications for the students' program of study and their final research project.

MLS 620   [Master of Liberal Studies Explorations](#)   4

The MLS Explorations, a requirement within Metropolitan State's MLS degree program, brings students and faculty together to explore topics of consequence that relate to a common theme. The MLS program requires an introductory seminar, MLS 600 that introduces students to graduate study and helps them formulate a focus in the MLS program. Students then complete at least three MLS 620 explorations that, with electives and a capstone, comprise their MLS program.

Prerequisite(s):   MLS 600 Introductory Seminar or concurrent registration in MLS 600.

MLS 690	Master of Liberal Studies Capstone Course	4

The MLS Capstone, a requirement within Metropolitan State University's MLS degree program, revolves around the facilitation and completion of students' self-directed Capstone projects, broadly defined not only to include research papers, but projects, artwork, or performances that would, however, include a reflective written component. Students identify and develop their interdisciplinary capstone projects throughout the MLS program, and must have an approved MLS Capstone Project Proposal before enrolling.

Prerequisite(s):   MLS 600 Introductory Seminar and completion of at least 24 credits in the MLS program (at least 8 elective credits at the level of 500G or higher, and at least 8 credits in MLS 620 Explorations), and an approved Capstone Project Proposal.

MPNA 660	Strategic Human Resources Management: Public and Nonprofit	4

Strategic human resource management includes the following major components, with specific attention to the unique environment and challenges facing public and nonprofit professionals: a strategic perspective that connects HR management with the organization's mission; labor relations; compensation; benefits management; recruitment and selection; performance management; and an additional focus on organizational/program/project management to align the organization's human resources with overall organization goals and priorities.

MPNA 680	Information Management, Evaluation, and Public Accountability	4

This course focuses on knowledge management, organizational learning, e-governance, accountability, and evaluation in the strategic management of information. Important themes include strategies for organizational learning and knowledge sharing-including communities of practice.

MPNA 690	Public Ethics and the Common Good	2

Public Ethics and the Common Good brings together into one course the four essential elements of ethical organizational management:

development of a code of ethics and standards of professional conduct, instituting systematic training and enforcement on ethical expectations, ethical leadership to incorporate these expectations into the lived culture of the organization, and commitment to corporate responsibility for the common good that meets the demands of procedural and distributive justice.

MPNA 695   Capstone: Seminar in Community-Oriented Management   4

This capstone course for the M.M.A. program course examines selected assumptions underlying management theories and practices and seeks to specify the operating conditions under which they may be valid or useful for policy and strategy design. Attention is given to the capacities of managers in the government and nonprofit sectors to deal effectively with community issues. Students have opportunities to integrate their ideas and experiences at a level comprehending the individual, the organization, and the environment resulting in a coherent understanding of possible relationships between management practices and community development.

Other Information: Prerequisite: Completion of 32 MPNA credits or permission of either the instructor or academic advisor.

MPNA 699   Topics: Public and Nonprofit   2

This course explores a variety of contemporary issues in public administration and nonprofit management in greater detail. The focus keeps changing to keep pace with new issues and new circumstances.

Other Information: Note: This course is an elective course in the MPNA Program.

MUSC 533G   Applied Guitar Study III   4

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning, intermediate and advanced experience levels and past experience with the guitar. Students study hand positions, fingering technique, music notation and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students must have access to a guitar. Level is determined by instructor through audition or interview.

NPM 600   Nonprofit Management Foundations   4

This foundational course explores the challenges of leading and working in

today's nonprofit organizations. Topics include leadership, management, ethics and values, board governance, human resources management, and constituency building. It also includes an examination of the theory, history and development of nonprofit. Students examine in depth current issues confronting nonprofit organizations.

NPM 650   Resource Development and Strategic Communications   4

Resource Development and Strategic Communications combines fundraising and organizational communications as aspects of a strategic approach to funding and extending the reach of nonprofit and public organizations. Fundraising includes grant writing and the full range of other fund raising channels: events, donor campaigns, corporate partnerships, and other mechanisms. Communications strategy includes developing a corporate persona, establishing a corporate brand, and telling the story of the organization's contribution to the public good.

NPM 672   Nonprofits and Social Change   4

Multiple perspectives of the role of nonprofit organizations in social change are presented in this course. It includes planning models and tools, strategy design, constituency building, training, proposal writing, program management and evaluation. Ethics and value in nonprofit operations are also covered.

NPM 675   Nonprofit Financial Management   4

This course provides a comprehensive approach to successfully managing the finances of nonprofit organizations, with particular attention to the principles of budgeting (capital and operating), financial statements, cash management, basic accounting and auditing principles, and investment practices. Emphasis will be placed on the unique position of nonprofit organizations and their complex interrelationships with both the public and private sectors.

NURS 520G   Foundations of WOC Nursing   .5

This course will address the various critical underpinnings to implementation of the role of the WOC nurse and specialty nurse. Students will gain knowledge of the history of the specialty, legal and ethical issues pertaining to implementation of the role, and professional growth opportunities (i.e., WOCN, certification, collaborative practice, research utilization, writing for publication and establishing a service or a clinic). In addition, students will explore common career enhancement activities such as marketing, budgeting, record keeping, contracting for services and charging for services, procedures and equipment. Concepts central to the practice of WOC nursing will also be discussed such as

counseling, patient/family education, infection control, continuity of care and nutrition.

Other Information: Prerequisite: Admitted student or instructor's consent.

NURS 521G   [WOC Nursing, Skin and Wound Management](#)   3

The course focuses on the care of the client across the lifespan who may be at risk for skin breakdown, who has a break in skin integrity or who has an existing wound. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the wounds or skin complications affecting these groups. Focus will also be on the adept skill of obtaining a physical assessment and medical history, incorporating data from diagnostic tests, and documentation of assessments and evaluations to attain optimal patient outcomes.

Other Information: Prerequisite: Admitted student or instructor's consent.

NURS 521P   [WOC Nursing, Skin and Wound Management Practicum](#)   .5

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with a wound across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they plan the nursing care and management for this unique patient population.

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 522G   [WOC Nursing, Ostomies and Continent Diversion](#)   3

This course will address the immediate and long term care of clients across the lifespan experiencing acute and chronic health concerns that may result in an ostomy or continent diversion. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and management options of the common conditions necessitating an ostomy or continent diversion. In addition, students will gain knowledge of the etiology, differential diagnoses, clinical finds, and management protocols of the common conditions affecting the ostomy or continent diversion patients. Emphasis will be placed on the psychosocial and educational needs of these patient groups from the preoperative, postoperative and long-term follow-up perspective.

Other Information: Prerequisite: Admitted student or instructor's consent.

NURS 522P [WOC Nursing, Ostomies and Continent Diversions Practicum](#) .5

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with an ostomy or continent diversion across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they plan the nursing care and management for this unique patient population.

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 523G [WOC Nursing, Bowel and Bladder Continence](#) 3

This course will address the immediate and long term care of clients across the life span experiencing acute and chronic health concerns that often result in urinary or fecal incontinence. Specifically, students will gain knowledge of the etiology, differential diagnoses, clinical findings and nursing, medical and surgical management options for urinary and fecal incontinence. Emphasis will also be places on the psychosocial and educational needs of these client groups including behavioral strategies, environmental modifications, physical assessment and examination, containment, skin protection, pharmacological interventions and relevant procedures.

Other Information: Prerequisite: Admitted student or instructor's consent.

NURS 523P [WOC Nursing, Bowel and Bladder Continence Practicum](#) .5

The practicum will focus on the development of the certified WOC nurse with special emphasis on the care and management of the client with incontinence across the life span. Students will integrate knowledge of anatomy and physiology, pathophysiology, family, community and levels of evidence as they plan the nursing care and management for this unique patient population.

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 529P   WOC Wound Practicum Portfolio   .5
Evaluation

This course is an assessment of prior learning to validate specialty nursing
competency in the care of the patient with a wound or skin care needs.
Emphasis is placed on mastering entry level skills and integrating
knowledge of pathophysiology into effective care of the patient with
wound and skin care needs. Following the completion of the prerequisite
courses and requirements, learner submits material for review to validate
completion of the course objectives.

Prerequisite(s):   NURS 520 Foundations of WOC Nursing AND
NURS 520G Foundations of WOC Nursing AND
NURS 521 WOC Nursing, Skin and Wound
Management AND
NURS 521G WOC Nursing, Skin and Wound
Management Completion of the required minimum
of 50 hours of wound care, including 10 hours in
role development with a qualified preceptor.

NURS 600P   [Intensive Practicum II](#)   3

This course provides nursing students with experience in varied acute
and community-based settings. Opportunities are provided for students
to apply theoretical principles to the care of diverse populations consistent
with the specialty theory courses. Proficiency with care management
interventions and technologies will be achieved during this practicum.
Student experiences will include the application of evidence-based
practice, clinical decision making, delegation and supervision, and financial
aspects of care. Interdisciplinary collaboration is emphasized.

Corequisite(s):   NURS 460 Mental Health Nursing

Other Information: Prerequisite: NURS 400P Intensive Practicum I.
Note: This course meets at practicum sites in the
community. This course is limited to students
admitted to the Entry Level MSN program.

NURS 601   [Nursing Science](#)   3

This course identifies philosophies of science and the processes involved in
conceptual and critical thinking. Concepts, theories and models that
inform advanced nursing practice are systematically examined and
evaluated. Selected nursing theories are analyzed and critiqued using
theory formation criteria. Students discuss application of nursing science
and conceptual models to their selected clinical areas of focus. Students
are expected to critically articulate the use of theory-based practice in
advanced nursing roles.

Other Information: Prerequisite: Admitted M.S.N. student or instructor's consent.

NURS 602   [Ethical Dimensions for Nursing Practice](#)   2

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles.

Other Information: Prerequisite: Admitted M.S.N. student or instructor's consent.

NURS 603   [Foundations of Integrative Care](#)   2

This course focuses on the exploration of scientific approaches to healing using biochemical and energetic models. Students examine variables that contribute to treatment decisions, client self-care knowledge, evidence regarding efficacy of treatment modalities, and mutual treatment goals. Strategies are explored for utilizing an Integrative Care model in advanced nursing practice.

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 604   [Advanced Nursing Research](#)   3

This course focuses on the application of research method to professional nursing practice. Quantitative and qualitative approaches, methodologies and techniques of data analysis are critically addressed. Emphasis is placed on the development of analytic ability and the utilization of research in leadership and advanced practice roles. Students develop an evidence-based paper.

Prerequisite(s):   STAT 500 Statistics II Prerequisite: Admitted MSN student or instructor's permission.or equivalent upper division inferential or graduate-level inferential statistics (through one-way ANOVA) taken within five years.

Other Information: Prerequisite: Admitted M.S.N. or MS:OHCP student or instructor's consent.

NURS 605　　　　Health Policy and Leadership　　　　　3

This course focuses on the achievement of a contextual understanding of selected health care systems, focusing on social, cultural, economic, and political variables. The U.S. population-based, market-driven system is studied in depth. Federal, state, and local health policy areas of responsibility are explored. Nursing leadership roles including client advocacy and political activism are studied. An experiential component includes lobbying an elected official and exploring nursing roles and issues related to health policy with an advanced practice nurse or nurse leader.

Other Information:　　Prerequisite: Admitted M.S.N. or MS:OHCP
　　　　　　　　　　　　student or instructor's consent.

NURS 607　　　　[Family Health Nursing](#)　　　　　3

This course focuses on family nursing. Major theoretical foundations are presented including family systems, development, structure-function, and stress. Issues related to contemporary families are explored including gay and lesbian families, responses to grief and loss, family violence, and socio-cultural influences. The clinical decision making skills of assessment, diagnosis, intervention, and evaluation are applied to families experiencing a transition or a chronic health problem. Students will work with a family whose cultural, racial, or lifestyle background is different from their own. Graduate students will evaluate the effectiveness of family nursing interventions.

Other Information:　　Prerequisite: Admitted M.S.N. student or
　　　　　　　　　　　　instructor's consent.

NURS 608　　　　[Epidemiology](#)　　　　　2

This course focuses on the principles of epidemiology as a basis for advanced nursing practice with populations at risk. Students gain an understanding of epidemiology as the science of public health and community health nursing by examining the range of health problems and diseases affecting diverse cultures, races and ethnic groups. Upon completion of the course, students can apply the fundamentals of epidemiology to the structuring of health promotion interventions for high-risk groups.

Other Information:　　Prerequisite: Admitted M.S.N. student or
　　　　　　　　　　　　instructor's consent.

NURS 609　　　　[Pharmacology for Advanced Practice Nursing](#)　　　　　3

This course focuses on foundational principles of pharmacokinetics and pharmacodynamics. Indications, efficacy, therapeutic effects, and adverse

effects of selected drugs will be examined, compared and contrasted. Utilizing critical thinking skills, the student will incorporate evidence-based, ethical, and holistic principles into pharmacotherapeutic decision making.

Other Information: Prerequisite: Admitted M.S.N. student or instructor's consent.

NURS 610	Pathophysiology for Advanced Practice Nursing	3

This course focuses on the physiological basis for signs and symptoms of disorders commonly addressed in primary care. Age-related differences in the physiological response to disease symptoms will be addressed. Focus is on the clinical application of pathophysiological concepts.

Other Information: Prerequisite: Admitted M.S.N. student or instructor's consent.

NURS 614	Geriatric Nursing	2

This course focuses on issues related to the provision of holistic nursing care to the aging population. Emphasis is placed on health promotion, chronicity, and cultural aspects of aging, and end-of-life care. Current theories of aging are examined. Graduate students will further analyze issues related to geriatrics in their advanced nursing practice specialty.

Other Information: Prerequisite: Admitted Entry Level MSN student or instructor's consent.

NURS 615	Advanced Health Assessment: Adult and Older Adult	1

This course focuses on the knowledge and skills of history taking, physical examination, and critical thinking related to interpreting normal and abnormal findings in the health of adults and the elderly. Relevant anatomy and physiology are reviewed for interpreting body system assessments.

Corequisite(s):   NURS 615L Advanced Health Assessment Lab: Adult and Older Adult

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 615L	Advanced Health Assessment Lab: Adult and Older Adult	1

This laboratory experience focuses on the application of the skills taught in N615. Students will practice interview and physical exam techniques in simulated clinical settings. Demonstration of a complete physical exam is required for course completion.

Corequisite(s):   NURS 615 Advanced Health Assessment: Adult and Older Adult

Other Information: Prerequisite: Admitted MSN student or instructor's consent.

NURS 616   Advanced Health Assessment: Infants/Children/Adolescents   1

This course focuses on the knowledge and skills of history taking, growth and development, physical examination and critical thinking related to interpreting normal and abnormal findings in the health of infants, children and adolescents. Relevant anatomy and physiology are reviewed for interpreting body system assessments.

Prerequisite(s):   NURS 615 Advanced Health Assessment: Adult and Older Adult AND
NURS 615L Advanced Health Assessment Lab: Adult and Older Adult Admitted MSN student or instructor's consent.

NURS 616L   Advanced Health Assessment Lab: Infants/Children/Adolescents   1

This laboratory experience focuses on the application of the skills taught in N616. Students will practice interview and physical exam techniques in simulated clinical settings. Demonstration of a complete physical exam is required for course completion.

Prerequisite(s):   NURS 615 Advanced Health Assessment: Adult and Older Adult AND
NURS 615L Advanced Health Assessment Lab: Adult and Older Adult

NURS 621   Primary Care Nursing I: Foundations of FNP Practice   4

Serving as the foundation for FNP practice, this course focuses on health promotion and risk factor identification for adults and management of selected common acute and chronic health concerns of adults in the context of family-centered and population-based care. Antepartal and postpartal care are also addressed. Students will utilize critical thinking skills as they study clinical presentations, engage in development of

differential diagnoses, determine the implications of clinical data, and plan holistic therapeutic interventions that will optimize client/family health. Evidenced based clinical practice guidelines are utilized to guide FNP practice. Selected roles of the advanced practice nurse and common issues encountered in practice are addressed.

Prerequisite(s):	NURS 601 Nursing Science AND	
	NURS 602 Ethical Dimensions for Nursing Practice AND	
	NURS 603 Foundations of Integrative Care AND	
	NURS 604 Advanced Nursing Research AND	
	NURS 605 Health Policy and Leadership AND	
	NURS 607 Family Health Nursing AND	
	NURS 608 Epidemiology AND	
	NURS 609 Pharmacology for Advanced Practice Nursing AND	
	NURS 610 Pathophysiology for Advanced Practice Nursing	

NURS 621P   FNP Foundations Practicum   2

This clinical practicum course builds on the history and physical skills learned in the simulated setting of N 615/615L and facilitates application of content in N 621. In a clinical setting(s) serving adults, FNP students will perform histories and physicals, determine differential diagnoses, and plan and implement holistic plans of care under the guidance of a preceptor. Accurate interpretation of clinical data, appropriate prescribing practices, and accurate documentation of patient encounters is fostered. A minimum of 200 collaborative clinical hours with an approved preceptor(s) are required.

Prerequisite(s):	NURS 601 Nursing Science AND	
	NURS 602 Ethical Dimensions for Nursing Practice AND	
	NURS 603 Foundations of Integrative Care AND	
	NURS 604 Advanced Nursing Research AND	
	NURS 605 Health Policy and Leadership AND	
	NURS 607 Family Health Nursing AND	
	NURS 608 Epidemiology AND	
	NURS 609 Pharmacology for Advanced Practice Nursing AND	
	NURS 610 Pathophysiology for Advanced Practice Nursing	

NURS 622   Primary Care Nursing I: Foundations of ANP/GNP   4

Serving as the foundation for ANP/GNP practice, this course focuses on health promotion and risk factor identification for adults/older adults and

management of selected common acute and chronic health concerns of adults/older adults in the context of family-centered and population-based care. Common concerns of the geriatric population and frail elderly are also addressed. Students will utilize critical thinking skills as they study clinical presentations, engage in development of differential diagnoses, determine the implications of clinical data, and plan holistic therapeutic interventions that will optimize client/family health. Evidenced based clinical practice guidelines are utilized to guide ANP/GNP practice. Selected roles of the advanced practice nurse and common issues encountered in practice are addressed.

Prerequisite(s):	NURS 601 Nursing Science AND
	NURS 602 Ethical Dimensions for Nursing Practice AND
	NURS 603 Foundations of Integrative Care AND
	NURS 604 Advanced Nursing Research AND
	NURS 605 Health Policy and Leadership AND
	NURS 607 Family Health Nursing AND
	NURS 608 Epidemiology AND
	NURS 609 Pharmacology for Advanced Practice Nursing AND
	NURS 610 Pathophysiology for Advanced Practice Nursing

NURS 640   Primary Care Nursing I: Women's Health

This course focuses of the primary care of adolescent, adult, and older women experiencing developmental, acute, and chronic health concerns. Family Nurse Practitioner students receive additional content regarding antepartal and postpartal care. Students will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of the common conditions affecting these groups. Content includes age-appropriate health promotion activities. ANP students register for two credits; FNP students register for four credits.

Prerequisite(s):	NURS 615 Advanced Health Assessment: Adult and Older Adult AND
	NURS 615L Advanced Health Assessment Lab: Adult and Older Adult
Corequisite(s):	NURS 640P Women's Health Clinical Practicum

NURS 640P   Women's Health Clinical Practicum

This clinical practicum focuses on the application of history taking and physical exam skills. Seminars focus on the advancement of differential diagnostic and critical things skills through case study examination, documentation review and discussion. Students integrate knowledge of

family, culture, holism, community, and caring as they plan holistic care for clients in simulated and clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This practicum includes a minimum of 150 clinical hours for ANP students and 200 clinical hours for FNP students.

Prerequisite(s):	NURS 615 Advanced Health Assessment: Adult and Older Adult AND NURS 615L Advanced Health Assessment Lab: Adult and Older Adult
Corequisite(s):	NURS 640 Primary Care Nursing I: Women's Health

NURS 641   [Primary Care Nursing II: Adult and Older Adult Health](#)   4

This course focuses on the primary care of adults and elderly clients experiencing developmental, acute and chronic health concerns. Students will gain knowledge of the etiology, differential diagnoses, clinical findings, and management of common conditions affecting these age groups. Content includes age-appropriate health promotion activities.

Prerequisite(s):	NURS 640 Primary Care Nursing I: Women's Health AND NURS 640P Women's Health Clinical Practicum
Corequisite(s):	NURS 641P Adult and Older Adult Clinical Practicum

NURS 641P   [Adult and Older Adult Clinical Practicum](#)   2

This clinical practicum focuses on the continued development of history taking and physical examination skills. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This course includes a minimum of 200 clinical hours.

Prerequisite(s):	NURS 640 Primary Care Nursing I: Women's Health AND NURS 640P Women's Health Clinical Practicum
Corequisite(s):	NURS 641 Primary Care Nursing II: Adult and Older Adult Health

| **NURS 642P** | Children and Family Health Clinical Practicum | 2 |

This clinical practicum focuses on adept history taking and physical examination skills for clients across the lifespan with an emphasis on pediatric populations. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Issues that arise from the clinical setting regarding advanced practice nursing roles will be addressed. This course includes a minimum of 200 clinical hours.

| *Prerequisite(s):* | NURS 641 Primary Care Nursing II: Adult and Older Adult Health AND
NURS 641P Adult and Older Adult Clinical Practicum |

| **NURS 643** | Advanced Practice Nursing: Management of Complex Illness | 3 |

This course focuses on developing advanced skills in primary care management of adult and older adult clients with complex, multi-symptom illnesses. Etiology, clinical presentation, differential diagnoses, and management issues are addressed. The primary care provider's role as case manager of the person with complex, debilitating illnesses will be addressed. This course is a requirement for students in the ANP program.

| *Prerequisite(s):* | NURS 641 Primary Care Nursing II: Adult and Older Adult Health AND
NURS 641P Adult and Older Adult Clinical Practicum |

| **NURS 643P** | Complex Illness Clinical Practicum | 2 |

This clinical practicum focuses on the management of complex, multi-system illness of adults and older adults. Seminars focus on the advancement of differential diagnostic and critical thinking skills through case study examination, documentation review, and seminar discussion. Students integrate knowledge of family, culture, holism, community, and caring as they plan holistic care for clients in clinical settings. Health promotion needs appropriate to the client's complex needs are addressed. Students will consult with the instructor to determine how many credits for which to register. One credit is equivalent to a minimum of 100 clinical hours.

| *Prerequisite(s):* | NURS 641 Primary Care Nursing II: Adult and Older Adult Health AND |

NURS 641P Adult and Older Adult Clinical
Practicum

NURS 645P   Intensive Practicum III   3

This clinical course provides students with an intensive experience in
varied community-based health care settings. Clinical experiences are
arranged to enhance patient care management skills as a basic foundation
for achieving optimal clinical outcomes. Focus will be on the complex and
collaborative nursing care of diverse populations. Student experiences will
include the application of evidence-based practice, clinical decision
making, delegation and supervision, and financial aspects of care.
Interdisciplinary collaboration is emphasized.

Prerequisite(s):   NURS 600P Intensive Practicum II

NURS 646   Nursing Informatics   2

This course focuses on the development and use of nursing informatics for
nursing practice, education and administration. Theories of cognitive,
information, and computer science are explored and applied to the
planning, implementation, and evaluation of nursing information systems
across the health care system, with particular attention to systems that
support nursing practice. Challenges and opportunities related to nursing
informatics are explored.

Other Information: Prerequisites: Admitted MSN student or
instructor's consent.

NURS 647   Leadership in Health Care Systems   4

This course focuses on the theoretical foundation needed to provide
leadership in the management of health care systems and personnel in
various settings including in-patient facilities, clinics, long-term care
facilities and community health settings. Contemporary and emerging
approaches to leadership and management are critiqued. Selected
leadership approaches are applied to organizational development and
design, planning and marketing, changing roles of workers in
organizations, and population health improvement.

Other Information: Prerequisite: Admitted MSN student or
instructor's consent.

NURS 656   Nursing in the Community   4

This course focuses on the origins and trends in community and public
health nursing, conceptual models for practice, and contemporary public
health problems and issues. Case studies of
individuals/families/aggregates in multicultural settings in the

community are the basis for discussion of systems theory, public health nursing, family nursing and population-based practice. Theoretical foundations are presented including family systems, development, structure-function, and stress. Other issues relating to contemporary families will be explored. Critical thinking skills will be utilized through the nursing process and applied to families and aggregates within the community setting. Students will have the opportunity to assess and diagnose the health needs of an actual community and evaluate the effectiveness of interventions.

| **NURS 670P** | Nursing Leadership/Management Practicum | 2 |

This practicum focuses on the development of the nurse leader/manager through the application of nursing and leadership/management theory and research in the delivery of health care. Population health improvement is addressed. Learning needs are identified and personal objectives are negotiated with a mentor, emphasizing preparation for advanced leadership and management responsibilities. Practicum seminars focus on current nursing leadership/management issues in a variety of health care environments. This practicum experience includes a minimum of 200 hours.

| **NURS 680** | [Foundations of Nursing Education](#) | 3 |

This course provides an introduction to the foundational concepts that influence or support nursing education. Students explore the social, economic, or institutional forces that influence nursing and higher education, including concepts. Students study teaching and learning theories, including theories about learning styles, and examine how these theories may be applied to a diverse population of nursing students. Students explore the status and utility of evidence-based teaching strategies for nursing education.

Other Information: Prerequisite: Admitted MSN Student or instructor's consent.

| **NURS 681** | Innovative Teaching Strategies | 3 |

This course provides learners the opportunity to explore and implement a variety of teaching / learning strategies to meet the needs of diverse student groups in nursing education. Students apply and modify teaching strategies based on educational theories and evidence-based educational practices that were learned in N 680: Theoretical Foundations of Nursing Education. This course is designed to provide learners with experiential learning experiences focused on planning, application, modification, and evaluation of contemporary student-centered instructional methods including problem-based learning, distance education, and other evidence-based approaches. Course content continues to build nurse

educator knowledge and competencies identified by the National League for Nursing. This course is foundational for the classroom and clinical practicum courses that follow in the Nurse Education Track Curriculum.

Other Information: Prerequisite: Nurs 680: Theoretical Foundations of Nursing Education

NURS 682   Curriculum Design and Evaluation   3

This course focuses on the development and evaluation of curriculum for nursing education. Students will apply current theories and explore trends in curriculum development and evaluation, program and course development, curriculum implementation, and evaluation processes. Concepts will be applied to a variety of situations ranging from the creation of a new curriculum to the refinement of courses. In addition to classroom and online activities, students will participate in experiential learning in department and university curriculum activities.

Prerequisite(s):   NURS 680 Foundations of Nursing Education

NURS 683   Foundations in Program Evaluation   3
                     for Nursing Education

This course introduces concepts and principles of program assessment and evaluation and applies them to nursing education settings. Students also examine current research in program assessment and evaluation in order to create, implement and critique program evaluation methods and plans. Students also consider how the mission and program evaluation activities of the parent institution influence nursing education program goals, evaluation, policies, and procedures.

Prerequisite(s):   NURS 682 Curriculum Design and Evaluation

NURS 684P   Practicum in Classroom Teaching   2

This practicum provides nurse educator students with a guided experience in the process of classroom and online teaching and student evaluation. Students will apply the teaching/learning concepts studied in N 681 in a selected nursing course. Students will work with a preceptor in the planning and delivery of the nursing course throughout the semester. Student practicum experiences will be individually designed through use of learning contracts in consultation with the Nurs 684P instructor.

Prerequisite(s):   NURS 680 Foundations of Nursing Education AND
                     NURS 682 Curriculum Design and Evaluation

NURS 685P   Practicum in Clinical Teaching   1

This practicum provides nurse educator students with a guided experience in the process of laboratory, simulated and clinical teaching and student evaluation. Students will apply the teaching/learning concepts studied in N 681 and N 682 to a selected nursing educational activity. Students will work with a preceptor in the planning and delivering the nursing course throughout the semester. Student practicum experiences will be individually designed through use of learning contracts in consultation with the Nurs 685P instructor.

NURS 690P   Capstone Practicum   4

The Capstone Practicum is designed to provide students with an intensive practice immersion in preparation for the professional nurse role. Students will be precepted by an experienced clinician with on-going guidance from a faculty member. Focus will be on nursing care coordination of a distinct group of clients to achieve optimal clinical outcomes. In a clinical practice setting students will synthesize complex theoretical knowledge, demonstrate competent practice, and evaluate client outcomes.

Prerequisite(s):   NURS 604 Advanced Nursing Research AND
                             NURS 646 Nursing Informatics

NURS 693   [Scholarly Paper Seminar](#)   2

This seminar provides students with the opportunity to utilize critical thinking skills through application of a scholarly inquiry process to a topic related to their nursing practice. Students conceptualize and refine their topic through discussions with a nursing faculty member and fellow students. The final product is a focused critical review of the literature on a topic that is relevant to advanced nursing practice.

Prerequisite(s):   NURS 601 Nursing Science AND
                             NURS 602 Ethical Dimensions for Nursing Practice AND
                             NURS 603 Foundations of Integrative Care AND
                             NURS 605 Health Policy and Leadership AND
                             NURS 607 Family Health Nursing Nurs 607 only for FNP students.

NURS 699   [Topics in Nursing](#)

This independent study is designed for transfer students whose course or courses from another college or university fulfills some but not all of the requirements of a Metropolitan State graduate nursing course. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

NURS 799   [Topics in Nursing](#)

This independent study is designed for DNP students. The student and faculty evaluator negotiate the number of credits to be completed and the specific course objectives and requirements to be satisfied. Through guided study, the student completes these requirements. Register by permission only.

PADM 600   [Public Administration Foundations](#)   4

This course familiarizes students with the historical and contemporary place of government institutions in the United States and the State of Minnesota. It provides an intellectual perspective on public administration that traces major theories associated with the field and the political, economic and social context within which they developed. The unique challenges of leadership and managment in the public sector is also addressed.

PADM 650   [Public Policy Analysis](#)   4

Policy analyses in the public sphere differs from the private because of the political context and process. Core of the course is understanding the importance of how a problem is defined and then comparing and evaluating alternative approaches to solve public problems. This course will help students to better understand, design, implement and evaluate policies and programs. Various forms of analyses are used including economic, quantitative, political and historical.

PADM 675   [Public Finance](#)   4

This course explores how the operations and services of public agencies are financially managed and paid for. Students examine taxes and government budgets from legal, economic and political perspectives. The main taxes of the American system-income, sales and property-as well as fees, intergovernmental transfers, economic development, education finance and public borrowing are covered on the tax side. On the spending side, students prepare and implement mock budgets. Current topics in government spending and taxation are also examined.

PHIL 501G   Greats: Major Figures and Works in the History of Thought   4

This course considers a single, major philosopher or a major work in the history of thought, such as Plato, Aristotle, Kant, Marx, Wittgenstein, de Beauvoir, DuBois, Lao Tse; or The Republic, The Nicomachaen Ethics, The Philosophical Investigations, Discipline and Punish, The Wealth of Nations, Just Words, The Politics of Reality, and so on. Classes are run as

seminars with an emphasis on student participation.

PHIL 502G   Advanced Topics in Philosophy   4

The content of this course varies from semester to semester. Topics may include sexuality, economic justice, feminist thought, existentialism and so on. Each version of Advanced Topics in Philosophy carries a specific prerequisite, either a Metro State course or comparable knowledge. For example, Advanced Topics in Philosophy: Sexuality, would require successful completion of the course, Phil 306 Philosophy and Sexuality, or a demonstration of comparable expertise and knowledge.

PHIL 503G   Principles of Inquiry: Ways of Knowing   4

This course will consider a number of questions about knowledge: What is the difference between knowing that something is true and just believing (or being of the opinion) that it is true? What sorts of methods or modes of inquiry can reliably produce knowledge? Are there various methods for acquiring knowledge or is there really only one method (perhaps something called "the scientific method"). Is science the only reliable 'way of knowing', or are their others (faith or intuition or personal experience or...)? Should we accept claims that non-Western cultures have distinctive 'ways of knowing'? What about the idea that there are (as a popular book title suggests) 'women's ways of knowing'? The course will treat these questions as practical questions: In the public sphere of politics and the marketplace, as well as in our personal lives, claims and counter-claims abound. Many people claim to know one thing or another, and many others claim to know that those very claims are false or ill founded. How can we sort through the spin and the propaganda and figure out what's really going on? How, in particular, can we know what we need to know in order to be good citizens in a democratic society? Part of what we need is to understand better how our minds work and what errors they are prone to. We will also need to think about how the mass media inform and misinform us.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 520G   Business Ethics   4

Do business firms have obligations besides making as much money as possible for their stockholders? What are their responsibilities, if any, to their employees, their customers, and the wider community? Is it enough to obey the law, or does the law sometimes allow people to do things that are wrong? Do employees have any right to privacy on the job? To 'living wages'? To 'decent' working conditions? Does a seller have any obligation to look out for the interests of the buyer? Isn't it necessary to put the best

possible 'spin' on your product and let the buyer look out for him or herself? This course will examine questions like these in light of various theories of ethics and current theories of justice. In addition to considering how we might ideally like people to act, it will also consider the challenges to personal integrity and 'doing the right thing' posed by the real world of business and by the kind of large bureaucratic organizations that dominate it.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 521G   Medical Ethics   4

Is it ever right to try to hasten a patient's death? Should people ever be given medical treatment against their will? How should we decide who will get access to scarce medical resources (like organ transplants)? Do people have a right to get the care they need, even if they can't pay for it? This course will use ethical theories and theories of justice to explore these questions and others like them. It is intended to be helpful not only to (present or future) health care practitioners, but also to anyone who wants to think about these issues, which confront us in our roles as patients and as citizens whose voices can contribute to the shaping of health care policies.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 525G   Criminal Justice Ethics   4

Do criminal justice professionals have to meet a higher moral standard in their behavior as professionals than that of ordinary persons? Is it ever right for a criminal justice professional to "give a break" to a fellow professional? Should criminal justice professionals report clear moral violations of their fellow professionals? This course examines a range of moral dilemmas that criminal justice professionals are likely to face as they attempt to perform the duties of their office. Using both moral theory and detailed case examples from the criminal justice system, students learn to apply moral principles and concepts in a given situation to resolve these situations in a satisfactory ethical manner.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 526G   Communication Ethics   4

This course explores ethical issues that are likely to arise as communications professionals attempt to do their jobs. Some of the issues addressed are: What responsibilities do communication professionals have to tell the truth? What role do differences in power play both in what is said and what is heard? Do communication professionals have ethical responsibilities other than those to the organization for whom they work? Does living in a democracy impose special obligations on communication professionals?

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 527G   Ethics in the Information Age   4

This course explores a range of moral issues raised by the introduction of new technologies for the production, distribution and use of information -- issues about privacy, surveillance and data-mining, freedom of speech, copyright, computer crime and abuse, justice in access to information, the political and social significance of the Internet, and so on. The course is intended to be helpful not only to information technology professionals, who will encounter some of these issues in connection with their work, but also to anyone who has an interest in the way information technology is changing our lives. Students will study moral theory, professional codes of ethics and a variety of case studies.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 552G   Global Ethics   4

This course offers an introduction to the philosophical issues raised by political and economic relations in the global system. Classes typically deal with challenges such as just distribution of goods and services; the morality of war; the complexity of humanitarian intervention; recognition across national boundaries; and environmental justice.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 564G   Women and Philosophy   4

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about

feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women's movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women's lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

Other Information:	Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 565G   The Cultural Politics of GLBT Sexuality   **4**

This course studies the socio-cultural, political, and conceptual bases of contemporary identity formation in gay. lesbian, transgender and bisexual communities. Variable topics of study, focused primarily on the United States, examine the development of communal and political LGBT identity rooted in the philosophical, social, and political debates and challenges among and between LGBT people since 1945: the Homophile movement of the 1950's and 1960's, the Stonewall Riot of 1969 and Gay Liberation movements of the 1970's, lesbian feminism and the politicization of sexuality, the HIV crisis, LGBT civil rights and public policy, transgender politics, race and is relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. Overlap: GNDR 365

Other Information:	Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 566G   Race and Racism: Philosophical Problems   **4**

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

Other Information:	Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with the instructor's consent.

PHIL 575   Ancient Greek Philosophy   4

This course examines the birth of European philosophy in ancient Greece. We will study the two Greek thinkers who are still regarded by many as the greatest of all philosophers - Plato and Aristotle - and may also examine the work of other thinkers who came before and after them. Topics include the nature of reality, the ways we might come to have knowledge, and the good life for human beings.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduates may enroll with instructor's consent.

PHIL 575G   Ancient Greek Philosophy   4

This course examines the birth of European philosophy in ancient Greece. We will study the two Greek thinkers who are still regarded by many as the greatest of all philosophers - Plato and Aristotle - and may also examine the work of other thinkers who came before and after them. Topics include the nature of reality, the ways we might come to have knowledge, and the good life for human beings.

Other Information: Prerequisite: Intended for graduate students. Qualified undergraduate students may enroll with instructor's consent.

PHIL 576G   Early Modern Philosophy   4

This course concentrates on the period of time in which what people call "the modern world view" was formed. With the dawn of modern science, the centuries old grip of Aristotle and the Church was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its defense. We will study selected thinkers of the period from the 16th to the 19th centuries: Descartes, Locke, Hume, Kant, and others. The course also pays attention to the role of race, gender and colonialism in the thought of these philosophers.

PHIL 585G   Philosophy on the Front Page: Topics in Political and Social Philosophy   4

The specific topic of this course changes from semester to semester. Each time the course is offered, it considers topics of current social importance and employs important work in social and moral philosophy to understand them. Topics have included reparations and responses to historical injustices; toleration of religious and other differences; immigration and the question of who should get in and why. Future topics may involve the legitimacy of torture; justice in the distribution of health care; markets and morals; same-sex marriage; the role, nature, and

justifiability of patriotism; etc.

PSYC 560   Friday Forum Topics   .5

The Friday Forum series, which the Metropolitan State University Psychology Department cosponsors with the Minnesota Psychological Association, is being offered for academic credit by Metro State. Each forum is on a topic of current professional importance in the field of psychology. Descriptions and dates of offerings are published in the Class Schedule and Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration.

Other Information: Note: At least 12 credits in psychology, human services, or social work prior to registration. Grading is Pass/No Credit only. MPA fee is $15.

PSYC 562G   Working with Diverse Communities   1

These seminars are open to current students as well as professionals who work or plan to work with diverse communities. Each seminar is focused on one specific issue in a community. The seminars provide opportunities for concentrated learning of issues and culturally specific knowledge relevant to working in diverse communities.

Other Information: Prerequisite: Graduate standing.

PSYC 601   [Principles of Community Psychology I](#)   4

This course provides an advanced introduction to the profession of Community Psychology, which is directed towards the design and evaluation of ways to facilitate psychological competence and empowerment, prevent disorder, and promote social change. Along with an historical overview, issues in social-ecological theory, social problem definition, diversity, ethics, and empowerment will be addressed.

Other Information: Prerequisite: Admission to the Master of Arts in Psychology program.

PSYC 602   Principles of Community Psychology II   4

This is the second course in a two course series that provides an advanced introduction to the profession of Community Psychology (see PSYC 601). Topics include: stress and coping theory/research; social support and mutual help interventions; prevention theory, research, and strategies; health promotion and other community/social change strategies.

Other Information: Prerequisite: Admission to the Master of Arts in Psychology program and PSYC 601.

PSYC 608   Psychology and the Law   4

This course addresses some of the major issues arising from the interaction of law and the mental health system. Following a legal system overview, topics include civil commitment, legal and policy issues affecting the community mental health system, mental health considerations in the criminal justice process, and malpractice and other legal concerns affecting mental health professional practice.

PSYC 610   [Quantitative Research and Analysis](#)   4

The course will present a wide variety of designs, analyses and conceptual approaches appropriate to improving our general understanding of behavior and social problems in communities. Experimental, quasi experimental and survey research methods are covered along with issues of sampling, measurement, reliability and validity.

Other Information: Prerequisite: Undergraduate courses in social/behavioral science methods and statistics; and graduate standing.

PSYC 615   Qualitative Methods and Analysis in Community-Based Research   4

This course introduces students to classical and contemporary research within the qualitative (or interpretive) paradigm of social science. This course uses hands-on experience in the practicalities of a variety of methods for conducting qualitative and non-intrusive research.

PSYC 618   Program Evaluations   4

Learn how to utilize research skills in the applied area of program evaluation, including conceptualization, roles as evaluators, planning and implementing an evaluation, as well as analyzing and reporting results to stakeholders and participants. The strengths and weaknesses of various quantitative and qualitative methods of program evaluation are discussed, emphasizing an awareness of and sensitivity to potential cultural, class, and gender differences in the evaluation process. Students engage in a community-based program evaluation hands-on project.

Prerequisite(s):   PSYC 615 Qualitative Methods and Analysis in Community-Based Research or the equivalent.

PSYC 620   Grants in Community-based   3

PSYC 620   Practice   3

This course will provide an in-depth study and practice of effective grant writing principles. Students will gain an understanding of how to evaluate grant funding opportunities, how to partner with communities and collaborating agencies in the grant proposal process, how to assemble the grant proposal team and garner necessary resources, and how to prepare an effective proposal. This course will offer an opportunity for students to evaluate grant-funding opportunities and develop an actual grant proposal.

PSYC 655   Health Promotion and Health Policy   3
                      in Community Psychology

This course will offer an overview of innovative models that promote work with community leaders and policy makers to adopt positive health practices and effective health policies. Students will gain an understanding of the relationship of social factors to health, an understanding of health disparities among marginalized communities, and an understanding of community-based programs that are effective in influencing health behavior and health policy. Models for community organizing and community building for health will be presented and analyzed.

PSYC 670   [Program Design and Community   4
                      Intervention](#)

This course is intended to enhance both practical and theoretical skills in program design and community intervention. Participants will examine the elements of design and practice from a 'bottom-up' lens, a community intervention practitioner lens, and from a broader socio-political lens. Fieldwork is incorporated into the course to nurture all participants' capacities as reflective practitioners.

Prerequisite(s):   PSYC 601 Principles of Community Psychology I
                        AND
                        PSYC 602 Principles of Community Psychology II
                        or instructor's permission.

PSYC 687   Environmental Psychology   4

This course explores psychological perspectives and methods being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and designing spaces for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

RELS 535G   Religion and Politics in America   4

 Description pending

RELS 660I   RelS SDIS

SPED 600   Socio-Cultural Foundations in
               Teaching Exceptional Urban   4
               Learners

This course shall provide students with an overview of student exceptionality at the low and high ends of academic achievement in urban and cross-cultural educational settings. Special emphasis will be placed on learner characteristics; interactions of exceptionality on child and adolescent development; the legal aspects and history of educating students with disabilities; and the roles and responsibilities of special educators in the assessment, instruction, and peer collaboration for the successful academic achievement of diverse exceptional learners. An important outcome is to foster participant dispositions toward appreciating the diverse talents of all learners with exceptionalities and to value flexibility and collaboration in adapting instruction for students with diverse needs. Early field experience opportunities are embedded in this course.

SSCI 501G   [Great Ideas: Classics of Social Science](#)   4

The social sciences have been shaping views of human existence for more than 150 years. This seminar explores those ideas that continue to engage and perplex thoughtful observers of social life. Students become acquainted with writings of major thinkers like Alexis de Tocqueville, Karl Marx, Max Weber, Emile Durkheim, Sigmund Freud, Thomas Hobbes and Ruth Benedict. The course also addresses the social and historical roots of the great ideas, as well as the moral aspirations and creative impulses of the founders of social science.

Prerequisite(s):   SSCI 311 Research Methods in Social Science and senior status or have instructor's permission AND WRIT 231 Writing II or equivalent.

Other Information: Overlap: SSCI 501 Great Ideas: Classics of Social Science

SSCI 512G   Qualitative Research Methods   4

This course examines research methods that produce descriptive data, primarily people's observable behavior and their spoken and written words. This approach emphasizes the naturalistic and interpretive components of the research process. Methods explored include fieldwork, in-depth interviewing and historical method. Classroom learning is enhanced by experiential activities.

THEA 540G   Directing and Creating Theater   4

Creation out of lived experience is not necessarily about what was, but about elevating that experience to something else. Through explorations from theater of testimony, to collaborative documentary, story, poetry, dream, monologue and dialogue, students will write under the guidance of a director, toward the evolution of a specific theater piece to be performed within the following school year.

THEA 587G   Playwriting II   4

From the well-made play to theater with a social conscience, this course uses a workshop approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress.

WRIT 531G   [Advanced Writing](#)   4

In this course, students refine their skills by analyzing a variety of texts, studying theories of writing and composition, and writing and editing several pieces of original nonfiction. Students work toward achieving advanced skills in elaborating ideas, gathering and presenting evidence, analyzing specific audiences, thinking critically, and developing an individual style or written voice. Class members critique each other's work and may collaborate on a project.

WRIT 532G   Writing about Place   4

This course explores questions such as, How does place shape you and how do you shape place? How do we see nature in urban environments? How is place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place, nature and environment.

Other Information: Prerequisites: a 300-level Writing course or instructor's consent. Note: WRIT 532 Writing about Place may be taken in lieu of WRIT 531

Advanced Writing.

WRIT 541G   [Writing for Publication and Profit](#)   4

This course examines writing as a business, full or part time. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry, and edit their own works.

WRIT 571G   Advanced Editing   4

This course covers editing principles and techniques. Topics include how readers use and comprehend texts, the editor's role in the publication process, the writer/editor relationship, and editing for organization, format, style, grammar, punctuation, usage, consistency and accuracy. Students edit a variety of texts including technical documents and newsletter articles.

Prerequisite(s):   WRIT 371 Editing or graduate exemption.

WRIT 572G   Document Design   4

This course teaches students a systematic procedure for researching, designing, editing and evaluating documents that convey specialized information. The primary focus is on effective design of layout and information, whether documents are paper or electronic. Document types discussed include promotional publications, proposals and various kinds of product literature.

Prerequisite(s):   COMM 171 Desktop Computer Designing for Communication and a 200-level writing class or instructor's approval. Recommended: Writ 371 or equivalent.

WRIT 573G   Writing and Designing for the Web   4

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production, usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

Prerequisite(s):   WRIT 572 Document Design or equivalent or instructor's permission.

WRIT 574   Usability for Technical Communication   4

Usability is a component of user-centered design, which strives to make

people's interactions with products, processes, and documentation useful for the users of designed products or processes. This course teaches you how to investigate whether information products are usable; that is, do they meet the needs of users? You will learn how to evaluate product documentation and user research; how to conduct usability tests (both remote and on-site) and write reports; how to create a low-fidelity prototype; and you will tour local usability labs and talk to usability professionals.

Prerequisite(s):	WRIT 372 Document and Information Design I AND
	WRIT 572 Document Design OR
	WRIT 373 Writing and Designing for the Web I or Graduate standing. Waiving any pre-requisite is at the instructor's or department's discretion.

| *Other Information:* | Note: Successful completion of Goal 1 Communication. |

| **WRIT 574G** | Usability for Technical Communication | 4 |

Usability is a component of user-centered design, which strives to make people's interactions with products, processes, and documentation useful for the users of designed products or processes. This course teaches you how to investigate whether information products are usable; that is, do they meet the needs of users? You will learn how to evaluate product documentation and user research; how to conduct usability tests (both remote and on-site) and write reports; how to create a low-fidelity prototype; and you will tour local usability labs and talk to usability professionals.

Prerequisite(s):	WRIT 372 Document and Information Design I AND
	WRIT 373 Writing and Designing for the Web I OR
	WRIT 572 Document Design AND
	WRIT 573 Writing and Designing for the Web

| *Other Information:* | Note: Successful completion of Goal 1 Communication. |

| **WRIT 575G** | Environmental Communication | 4 |

This course focuses on environmental communication which encompasses a multidisciplinary viewpoint. The course helps students understand how environmental issues and conflicts develop, the values underlying the perspectives on these issues, how these values are presented, and the scientific and technical information involved in understanding environmental communication.

WRIT 583G   [Writing Major Projects](#)   4

This independent study examines the principles and techniques of writing substantial professional or creative projects such as long business reports, grant applications, proposals, memoirs and novels. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics.

WRIT 599G   [Topics in Technical Communication](#)

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites.

WRIT 671   [Technical Communication Theory and Research Seminar](#)   4

This course surveys scholarship in the field of technical communication. Research examined includes theoretical works, scholarship drawn from the empirical study of particular sites, and practically-oriented publications (designed to address issues of relevance for practicing professionals). Prerequisite: enrollment in a graduate program.

WRIT 673   [Technical Communication in International Contexts](#)   4

This course is designed to explore how technical communication functions in international contexts. The course explores the following areas of study and praxis: cultural theory, acculturation, organizational culture, international rhetorical theories, translation, kinesics, and international design and usability.

WRIT 683   Technical Communication Capstone   4

This course is designed to enable graduate students in technical communication to effectively review, synthesize and demonstrate the skills and theories they have learned during their master's coursework. It is also designed to be a "culminating experience in which students are expected to integrate special studies with the major, and extend, critique, and apply knowledge gained in their major" (Wagenaar, 1993). Students should have completed all of their coursework before embarking on this course.

WRIT 685   Rhetorical Theory   4

Rhetorical theory can be loosely defined as the theory of effective communication. This course begins with a review of key figures and texts in the history of Western rhetoric, while also introducing some non-Western rhetorical traditions. It then turns to more contemporary issues, including the rhetoric of visual messages and electronic media, feminist critiques of traditional rhetoric, and the politics of technical rhetoric. Questions addressed include: What is the relationship of rhetoric to morality? What are the social and political constraints on any rhetorical act? What role does style play in defining and practicing rhetoric?

Other Information: Prerequisite: Graduate status.

WRIT 691   MS Individual Internship   4

This course allows students to apply new skills and learning in a workplace environment. Students work through Metropolitan State's Internship Resource Center to select a site that best fits their interests. Internship sites include traditional business settings, but also a wide variety of nonprofit and public sector opportunities.