



Undergraduate Catalog 2017-2018

Metropolitan State University

www.metrostate.edu

651-793-1300

The Metropolitan State Undergraduate Catalog contains information about academic programs and requirements for 2015-2016. It is subject to change without notice.

The catalog is intended to complement other university publications including specific materials supplied by colleges, schools, departments and programs. It is important for students to be familiar with academic policies and graduation requirements for their individual degree programs. Students are strongly encouraged to consult their advisors at least once each semester to be certain they are completing requirements that apply to their degree and major programs.

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 2016-2017 *Undergraduate 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 Undergraduate Catalog is available in alternative formats for people with disabilities. For more information, call Disabilities Services at 651-793-1520 (voice); 651-772-7687 (TTY).

Mission, Vision and Values

University Mission Statement:

Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population.

The university will provide accessible, high-quality liberal arts, professional, and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color.

Within the context of lifelong learning, the university will build on its national reputation for innovative student-centered programs that enable students from diverse backgrounds achieve their educational goals.

The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship and services designed to support an urban mission.

University Vision Statement:

Metropolitan State University, a member of the Minnesota State College and University System, will be the premier urban, public, comprehensive system university in the Twin Cities metropolitan area and will provide high-quality, affordable educational programs and services in a student-centered environment.

The faculty, staff and students of Metropolitan State will reflect the area's rich diversity, build a culturally competent and anti-racist learning community and demonstrate an unwavering commitment to civic engagement.

University Values:

Excellence

Your education has to be the best. Because you're not just investing money, you're investing time and passion. So, we make it a priority to provide innovative, high-quality educational experiences from instructors who are experts in their fields. We don't just help you earn a degree. We'll help you prepare for your future.

Engagement

We're plugged into our community and take an active role in its success. We partner with area businesses and organizations to give our students real-world learning experiences. And we offer ourselves as a resource to local groups who work at improving our local community.

Diversity and Inclusion

We celebrate and include all voices in our quest for quality higher education. We value all forms of diversity, no matter one's ethnicity, religious or sexual preferences, income level, learning style or area of academic focus. All are welcomed. All are valued.

Open, Respectful Climate

Students learn better in a safe, open and respectful environment. You'll find one here. We encourage students and faculty to engage in meaningful conversations that embrace differing viewpoints and perspectives. These provide rich experiences and a healthy communication model students can take into their careers.

Integrity

Integrity isn't a one-way street. So as much as we expect our students to conduct themselves in an honest, ethical manner, we also demand the same from ourselves. We're transparent in how we operate. We make sure that all voices are heard. And we're accountable for our actions. You deserve nothing less.

FY18 Academic Calendar

Summer Session 2017 – FY18		
May	09	Summer session classes begin
May	27-29	Memorial Day holiday/no classes/offices closed
June	26	First summer session classes end
July	04	Independence Day/no classes/offices closed
June	27	Second summer session classes begin
Aug.	14	Last day for any summer session class
Fall Semester 2017 – FY18		
Aug.	15	Faculty begin fall duty days
Aug.	19	Fall semester classes begin (MnSCU start date Aug.21)
Sept.	02-04	Labor Day holiday/no classes/offices closed
Nov.	11	Veterans Days/classes held
Nov.	22	No Wednesday evening classes
Nov.	23-26	Thanksgiving holiday/no classes/offices closed
Dec.	10	Fall semester classes end
Dec.	9	Commencement
Dec.	13	Last fall faculty duty day
Dec.	22-26	Holiday/no classes/offices closed
Dec.	27-29	Holiday/ offices open /limited services
Spring Semester 2018– FY18		
Jan.	01	Holiday/no classes/offices closed
Jan.	02	Faculty begin spring duty days
Jan.	08	Spring semester classes begin
Jan.	15	Martin Luther King, Jr. holiday/no classes/offices closed
Feb.	06	Precinct Caucus no evening classes after 6 p.m.
Feb.	20	President’s Day/ classes held/offices open
Mar.	04-10	Spring Break/Non duty days/no classes/ offices open
May	01	Spring semester classes end
April	28	Commencement
May	07	Last spring faculty duty day

Undergraduate Academic Policies and Procedures

Metropolitan State University education is distinctive, incorporating each student's goals, initiatives, background and personality, and recognizing that individuals acquire knowledge in different ways and for diverse reasons. Metropolitan State's educational programs are based on the following assumptions:

- students have individual learning styles and goals;
- the results of learning are more important than the methods;
- higher education should build on the array of learning resources available to students in the Twin Cities greater metropolitan area;
- in addition to special focus in the major, the bachelor's degree implies the ability to speak and write well, basic computer and mathematics literacy, and knowledge of several disciplines in the natural and physical sciences, the humanities, and the social and behavioral sciences, as well as global and cultural awareness; and
- learning is a lifelong, self-directed process.

University policies and procedures are posted on the university's Web site. Student policies can be found in the Student Handbook.

Course Prerequisites

Students are responsible to both be aware of and abide by prerequisites for the courses for which they enroll, and may be administratively dropped from a course if they have not met prerequisites.

Undergraduate Academic Standing Policy

The university has established standards for maintaining good academic standing. The goals of the Academic Standing Policy are to:

- Define and maintain the academic standards of the university;
- Intervene with students who do not meet university requirements in order to support retention of students who encounter difficulties;
- Provide standards consistent with Minnesota State policy and Financial Aid Satisfactory Academic Progress requirements.

Metropolitan State expects students to successfully complete courses. Therefore, undergraduate student academic standing is reviewed after each semester. To remain in good academic standing at Metropolitan State University, students must meet two criteria: maintain a cumulative Metropolitan State GPA of at least 2.0; and successfully complete at least 67% of the cumulative Metropolitan State University credits attempted, including credits accepted in transfer. Students who do not meet these standards will be put on **Academic Warning**. A student who continues to fall below standards after their next term of registration will be **suspended** for academic reasons. Students on Academic Warning must complete an [Academic Success Workshop](#) and then must meet with their academic advisor each semester for approval to register for the next semester. Notice of unsatisfactory progress will also be sent to the student's advisor, and if the student is an international student, to the International Student Advisor. If you have questions about your academic standing, contact your academic advisor. Refer to [Policy 2050](#) and [Procedure 205 Undergraduate Academic Standing Review](#) for further information.

Students receiving financial aid must also meet additional criteria to remain eligible to receive aid and should contact the Gateway Student Service Center for current information about satisfactory academic progress. International students must also meet all of the conditions of their visa and enrollment requirements and should contact Metropolitan State University's International Student Advisor for more information.

Academic Appeal Procedure

The university has written procedures for appealing decisions concerning grades and program and graduation requirements. A staff member in Student Affairs serves as ombudsperson to work with students in preparing formal appeals. Renee Beaulieu-Banks, the ombudsperson can be reached at 651-793-1560 or renee.beaulieubanks@metrostate.edu. Refer to Procedure 202, Academic Appeal Procedure for complete information.

Grade Appeals

Decisions supported by published policies or clearly stated expectations of instructors cannot be appealed. An instructor's evaluation is not changed as a result of the appeals process unless there is clear and convincing evidence that the evaluation was arbitrary and/or capricious and was unfair to the student. After an instructor submits a grade, changes in grades must be authorized by a dean or the provost. To begin the formal appeal process, students must submit an appeal in writing to the appropriate person within a specified time. Contact the university ombudsperson as noted above for additional information and assistance.

Program Requirement Appeals

Students must meet the requirements for a degree as listed in the Metropolitan State University online *Catalog* or other official program materials in place at the time of admission to the degree. Program requirements supported by published policies that are effective at the time a student declares a program of study/major cannot be appealed. A student who has not received a grade in any credit-bearing course or other learning opportunity for nine consecutive semesters must reapply for admission to the university and must complete the degree and program requirements that are in place when the student is readmitted to the university.

Transfer Credit Appeals

Students have the right to appeal transfer credit evaluation decisions. Students are asked to provide additional information about the course(s) being appealed. The Transfer Credit Appeal form and procedures are available from the Transfer Student webpage. Students dissatisfied with the appeal results may appeal the decision to the Minnesota State Academic Affairs Office. The process is described in Subpart B. System Level Appeal in Part 7. Student Appeal of Procedure 3.21.1 Undergraduate Course Credit Transfer.

Grading Policy

Metropolitan State University's grading policy offers students two grading options: traditional grades of "A/B/C/D/F" or competence(S)/no competence (NC). Students choose their grading option when they register for a class, and must make any changes through the registration system by the second class session of the course or before the first major assessment for other learning opportunities. Students who do not choose the S/NC option at the time of registration are automatically registered for the A/B/C/D/F grading system. After that time, students cannot change either from a graded to an ungraded option or vice versa. Note that courses with a grade of D or F cannot be used as prerequisites or to meet major requirements. Refer to Policy 2080, Grading Policy for complete information.

Graduation with Honors for Undergraduate Students

The honors designations and the cumulative GPA required to achieve them are:

- Summa Cum Laude 3.900 or higher
- Magna Cum Laude 3.800 to 3.899
- Cum Laude 3.700 to 3.799

Please view University Procedure #252 Graduation with Honors for Undergraduate Students for more information.

Students with grade point averages in the top ten percent of their school or college are recognized in the commencement program as honors graduates. The actual grade point average will vary by college and school. Students who meet the ten percent threshold will be notified in writing prior to commencement.

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 is considered a violation of the Student Conduct Code. Disciplinary actions are handled in an expeditious manner and reflect due process. Refer to Policy 1020, Student Conduct Code for further information.

Metropolitan State University received theÂ **National Hesburgh Award for Teaching Excellence**. The University's full- and part-time instructors are distinguished professionals in their fields, and students receive a quality education that is in touch with the real world.

College of Community Studies and Public Affairs

Offers programs in human services, psychology, social work, non-profit leadership, public administration and houses the School of Law Enforcement and Criminal Justice.

College of Individualized Studies

Offers students the opportunity to develop an individualized course of study towards the Bachelor of Arts using a variety of learning strategies, including traditional classes

School of Law Enforcement and Criminal Justice

Offers a variety of undergraduate and certificate programs in law enforcement and criminal justice, as well as a Master of Science in Criminal Justice.

College of Liberal Arts

Offers a variety programs in humanities, social sciences, communications, and the arts. These fields make up the heart of a university education.

College of Management

Offers a variety of options in accounting, finance, economics, management, management information systems, decision sciences, marketing, international business and graduate programs.

College of Nursing and Health Sciences

Offers a variety of degree programs and learning opportunities through the departments of Dental Hygiene and Nursing.

College of Sciences

Offers a variety of options in communications, writing and the arts, ethnic and religious studies, gender studies, history, information and computer sciences, literature and language, mathematics, natural sciences, practical philosophy, ethics and social science.

School of Urban Education

Offers a variety of options for licensure areas in the Urban Education Program: Urban Early Childhood Education, Urban Elementary Education Urban and Secondary Education.

Students are eligible to apply for graduation when they are registered for the final requirements for their degree programs. To earn a degree from Metropolitan State University, students must complete a minimum of 120 semester credits with a cumulative Metropolitan State grade point average of at least 2.0. The exact credit requirements vary according to major or program. At least 40 semester credits must be completed at an upper-division level (300 or above) and at least 30 semester credits must be awarded by Metropolitan State. In addition, credits completed must be distributed to meet the applicable major and program requirements, as well as General Education and Liberal Studies (GELS) requirements.

GELS requirements consist of at least 48 credits including a minimum of 8 upper division credits approved as Upper Division Liberal Studies courses. A student who has completed an Associate of Arts degree at a Minnesota Colleges and Universities institution, or has completed the Minnesota Transfer Curriculum, will be considered to have satisfied Goal Areas One through Ten. However, completion of an Associate of Arts degree does not satisfy the Upper Division Liberal Studies requirement. See university Policy 2010, General Education/Liberal Studies/Goal Areas, as well as university Transfer Credit Policy 2120 and Transfer Credit Procedure 212 for more information.

Major/Program Declaration

When students choose the major, minor or program that they wish to pursue, or decide to develop an individualized program, they must complete and submit an Undergraduate Program Declaration form for the college housing the program. All students are expected to file an undergraduate program declaration form after they have completed 45 credits and met the admission requirements for the major they plan to complete. Students must be admitted to a major program with an approved Undergraduate Program Declaration form before completing 80 credits or within a year of transferring to Metropolitan State, whichever comes later.

If the declaration form is not filed on time, students may not be allowed to register until a declaration form has been submitted and approved. Advisors in the colleges and schools review the student's status and sign the declaration form if the student has completed all the requirements for admission to the program and required steps. The signed declaration form becomes a part of each student's record and documents the approved program of study. If the requirements for a major change after a student's major declaration is approved, the student has the right to adopt the new requirements or to complete the approved major program. Students who decide to change majors, minors or programs must complete a new Undergraduate Program Declaration form and submit it to the appropriate department or program. Students who are

admitted to the university after an absence of nine semesters or more must submit a new Undergraduate Program Declaration form and must fulfill the major or other program requirements in place at the time of program declaration and approval.

Policy 2020 provides more detailed information about program declaration, degree and residency requirements.

Major/Program Requirements

Program requirements are described in the college and school sections of the catalog and in departmental program materials. Each college and school offers workshops to explain the requirements for their programs. The College of Individualized Studies offers workshops to assist students in developing interdisciplinary, individualized degree programs. Completing a minor program is optional. Students may earn more than one major by officially declaring each major and completing all of the requirements for each major. All majors and minors must be completed at the time of graduation. Students who wish to complete an additional major after completion of a bachelors degree must earn a second degree, and must complete at least 30 credits at Metropolitan State after completion of the first degree.

- Vision, Mission and Goals
- Minnesota Manifesto
- Learning Outcomes
- Educational Tenets

Goals

Curriculum

Metropolitan State University will provide undergraduate programs and student services that:

- reflect a commitment to career and life success based on a strong liberal arts foundation;
- educate individuals to be informed and effective citizens;
- integrate theoretical and practical learning as well as technical competence;
- foster collaborations with programs offered by other colleges and universities in the metropolitan area; and
- represent the university's commitment to diversity.

The university will also provide master's level professional and applied doctoral programs designed to meet local, national and global needs into the twenty-first century. The university is committed to supporting creative and innovative curricula that enhance the learning process.

Teaching

Metropolitan State University is dedicated to excellence in teaching and advising. The pedagogical base for Metropolitan State faculty includes commitment to:

- providing a variety of learning modes;
- offering an individualized, student-centered approach to teaching and learning;
- teaching and advising that foster student learning and development in preparation for careers and service to their communities;
- encouraging active lifelong inquiry and learning; and
- incorporating multicultural perspectives in teaching and advising; and
- bridging theory and practice.

Scholarship

Metropolitan State University is committed to a variety of forms of scholarship that:

- enrich teaching and learning;
- increase understanding of student life and development;
- meet the highest standards of the academic community; and
- contribute to the advancement of knowledge.

Service

Metropolitan State University is committed to the enrichment of life in the communities it serves through:

- developing creative partnerships with public and private organizations;
- providing a variety of resources and services by engaging faculty, students and staff in community-based activities; and
- improving the effectiveness of the educational system by working closely with elementary and secondary schools in the metropolitan area.

Minnesota Manifesto

Metropolitan State University was a leader in organizing Minnesota public and private colleges to adopt the following manifesto.

Minnesota's colleges and universities have accepted special roles and responsibilities in fostering diversity in our society. We are dedicated to the search for knowledge and the rights of every individual in our learning communities to pursue that search with freedom, dignity and security, regardless of religious affiliation, race, ethnic heritage, gender, age, sexual orientation or physical ability.

Representing all sectors of higher education in Minnesota, we publicly declare our intentions:

- to continue the development of multicultural learning communities that will not tolerate acts of harassment and intolerance;
- to establish, communicate and enforce standards of behavior for students, staff and faculty that uphold our academic values and our legal obligations; and
- to promote the acceptance and respect for individuals in an atmosphere of caring for others.

Learning Outcomes

Metropolitan State University faculty identify specific learning outcomes for their instruction. These outcomes provide the basis for continuing improvement of teaching and learning and for assessing student academic achievement required by The Higher Learning Commission. The common learning outcomes for general education are:

- **Communication:** the ability to use the English language effectively; the ability to read, write, speak and listen critically; and the ability to communicate effectively through visual means.
- **Critical Thinking:** the ability to unify factual, creative, rational, and value-sensitive modes of thought.
- **Natural Sciences:** an understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena.
- **Mathematics/Logical Reasoning:** knowledge of and ability to apply mathematical and logical modes of thinking.
- **History and the Social and Behavioral Sciences:** knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas.
- **The Humanities and Fine Arts:** knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought.

- **Human Diversity:** an understanding of individual and group differences (e.g. race, gender, class) and knowledge of the traditions and values of various groups in the United States.
- **Global Perspective:** an understanding of the growing interdependence of nations and peoples and the ability to apply a comparative perspective to cross-cultural social, economic and political experiences.
- **Ethical and Civic Responsibility:** the capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways to exercise responsible and productive citizenship.
- **People and the Environment:** an understanding of complex environmental challenges and the interrelatedness of human society and the natural environment.
- **Further in-depth knowledge:** of a specific discipline or subject area, or interdisciplinary knowledge is an expected learning outcome from study in the major.

Educational Tenets

Education at Metropolitan State University embodies a unique educational philosophy based on the following five tenets:

Tenet I: The university grants individual students responsibility for and authority over their education within the context of the five tenets. The university charges its faculty and officers for responsibility and authority over teaching, for maintaining a pluralistic environment in which students are central, and for determining whether students have given evidence they have achieved their educational objectives.

Tenet II: The university expects its graduates will demonstrate the attributes of an educated person in the context of multiculturalism and these five areas of competence: communication; community and cultures; arts and sciences; vocation; and avocation. The university will review the development of students' degree plans in light of these competence areas and other requirements. The university urges students to develop degree programs that reflect a thorough analysis and expanded understanding of the question: What is an educated person? Students may address these five areas by meeting general education/liberal studies requirements.

Tenet III: The university recognizes a student's educational progress toward a degree in terms of competence achieved and encourages the use of a variety of learning strategies.

Tenet IV: The university and its students will use community resources to achieve educational goals and, in turn, will serve as resources to diverse communities.

Tenet V: The university ensures that its students will be engaged in self-directed learning and thereby expects that its graduates will be lifelong learners.

Although all students can use community and technical college course work toward a Metropolitan State undergraduate degree, Metropolitan State University also has formal written transfer/articulation agreements with metropolitan area community and technical colleges. These agreements outline how students completing specified degrees at these colleges will be able to apply their course work toward a baccalaureate degree at Metropolitan State University.

The list of current agreements with state and private institutions can be found on the the Minnesota Transfer Web site. The listing includes a link to the agreements.

Accredited by The Higher Learning Commission , 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 312-263-0456; and accredited by the Commission on College Nursing Education and the Council on Social Work Education.

- Academic Calendar
- Admissions Information
- Directory
- Financial Aid Learning
- Strategies Student
- Handbook
- Tuition and Fees

General Education/Liberal Studies/Minnesota Transfer Curriculum Requirements

All undergraduate degree-seeking students must complete the General Education and Liberal Studies (GELS) requirements.

General Education/Liberal Studies (GELS) (48 credits)

To meet the university's General Education and Liberal Studies (GELS) requirements, students must complete each of the 10 goal areas of the Minnesota Transfer Curriculum (MnTC) and complete 48 unduplicated credits. Eight (8) of the 48 credits must be upper division (300-level or higher) to fulfill the university's Liberal Studies requirement.

Minnesota Transfer Curriculum (MnTC) (40 or more credits)

Overlap: A single course may be used to meet a maximum of two goal areas.

- **Goal 1:** Communication Two writing courses-introductory and intermediate writing (*6 or more credits*).
 - One oral and visual communication course (*3 or more credits*).
 - **Note:** Students must place at the intermediate level on the university's writing assessment essay to be exempt from introductory writing.
- **Goal 2:** Critical Thinking Students who complete the university's general education requirements will have met this goal.
- **Goal 3:** Natural Sciences (*3 or more credits*). At least one course including a laboratory, simulation or field experience.
- **Goal 4:** Mathematical/Logical Reasoning (*3 or more credits*).
 - **Note:** This requirement is waived for students placing above the college algebra level on the university's higher level math assessment.
- **Goal 5:** History and the Social and Behavioral Sciences (*6 or more credits*). At least two courses from two different disciplines.
- **Goal 6:** Humanities and the Fine Arts (*6 or more credits*).
 - At least two courses from two different disciplines.
- **Goal 7:** Human Diversity (*3 or more credits*).
- **Goal 8:** Global Perspective (*3 or more credits*).
- **Goal 9:** Ethical and Civic Responsibility (*3 or more credits*).
- **Goal 10:** People and the Environment (*3 or more credits*).

Liberal Studies (8 or more credits)

All students must complete eight (8) upper-division semester credits (300-level or higher) from the approved GELS Course List. Courses marked with an asterisk (*) do not fulfill Liberal Studies requirements. Liberal Studies courses may overlap with one or two goal areas.

GELS Electives

Students who have completed the Minnesota Transfer Curriculum (MnTC) and Liberal Studies requirements may still need additional credits to bring the total to 48 unduplicated credits. Any course listed for Goals 1-10 (except for courses marked with an asterisk [*]) may be used as electives. In addition, courses listed under the General Education and Liberal Studies Electives section of the approved GELS Course List may also be used.

Summary of Graduation Requirements

- General Education/Liberal Studies-48 credits (MnTC-40 and Liberal Studies-8)
- Major requirements-24-64* credits
- Minimum total credits to graduate-120-124*
- Minimum upper-division credits-40
- Minimum credits completed at Metropolitan State-30

*Depends on major

Notes

- **Only courses worth two or more semester credits and a grade of "D" or higher can be used to meet goal area requirements.**
- Students who have completed the Minnesota Transfer Curriculum since fall 1995, or who have earned an associate of arts (AA) degree from a Minnesota State system, institution or the University of Minnesota, do not need to complete general education goal area requirements at Metropolitan State. However, these students must meet the university's Liberal Studies requirement. This exemption does not apply to the AS, AAS or other associate degrees.
- GELS requirements may be met by transfer courses or by courses completed at Metropolitan State.
- Courses approved for a goal area at another Minnesota State institution will apply to the same goal area at Metropolitan State. Students having completed a goal area at another Minnesota State institution will have the goal fulfilled at Metropolitan State.
- The Interactive Degree Audit Report (DARS) will show the official means by which transfer credits are accepted and applied to GELS. Students may appeal transfer evaluation decisions to the Registrar's Office, in consultation with their advisor.
- Minnesota State policy requires a cumulative 2.0 Minnesota Transfer Curriculum GPA to certify completion.
- For additional information about each of the goal areas, visit [Minnesota Transfer](#).

ACCT

ACCT 210, Financial Accounting, 4 credits

This course in financial accounting acquaints students with the "language of business" and the concepts and practices of accounting in order to understand, interpret, and analyze the financial accounting reports of economic entities. Topics include: economic context of accounting; introduction to basic financial statements with emphasis on the statement of cash flows; measurement fundamentals; analysis of financial statements; cash; receivables; inventories; investments in equity and debt securities including Consolidations; long-lived assets; current and long-term liabilities; stockholders' equity; and time value of money concepts and computations for decision making: international accounting practices are incorporated into every topic. This is not a bookkeeping course.

ACCT 310, Financial Reporting, 4 credits

This first course in a two-course financial reporting sequence provides for the preparation and understanding of financial information. Topics include: financial accounting theory and practice; official pronouncements of generally accepted accounting principles (GAAP) and conceptual statements; financial statement preparation and analysis; revenue and expense recognition; accounting for assets and current liabilities; noncurrent liabilities and stockholder equity; and financial statement disclosures.

Prerequisite: ACCT 210 Financial Accounting , MATH 115 College Algebra

Other Information: Note: Download the syllabus from the course D2L site and do the assignment for week one.

ACCT 311, Intermediate Accounting I, 4 credits

This course is the first in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation and analysis of financial statements and the related disclosures. Intermediate Accounting I focuses on the role of accounting as an information system and the measurement, recognition, presentation, and disclosure of economic transactions focusing on the following: basic

financial statements, time value of money, cash and receivables, inventories, property, plant, and equipment, depreciation and impairment, and current liabilities and contingencies.

Prerequisite: ACCT 210 Financial Accounting , MATH 115 College Algebra

Other Information: Note: Download the syllabus from the course D2L site and do the assignment for week one.

ACCT 312, Intermediate Accounting II, 4 credits

This course is the second in a two course sequence (Intermediate Accounting I and Intermediate Accounting II) that provides for the preparation and understanding of financial information. Topics include accounting theory and practice, the conceptual framework of United States (U.S.) generally accepted accounting principles (GAAP), recognition of economic transactions, the preparation of financial statements and the related disclosures. Intermediate Accounting II focuses on intangible assets, long-term liabilities, stockholders' equity, dilutive securities and earnings per share (EPS), investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, the statement of cash flows, and full disclosure in financial reporting.

Prerequisite: ACCT 311 Intermediate Accounting I

ACCT 320, Strategic Management Accounting, 4 credits

This course provides an introduction to the role of financial and nonfinancial information for planning and control decisions, emphasizing the strategic role of the management accountant in the organization. It emphasizes strategy and the application of concepts and practices of management accounting on economic and noneconomic decisions. Topics include: cost behavior and estimation; cost analysis for planning and control decisions including value chain analysis, target costing, quality costs, customer value measurement systems, and benchmarking; cross-functional teams; activity-based management; and capital budgeting.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , MATH 115 College Algebra

Other Information: Note: Refer to the course syllabus located in the Content section of the course D2L Web site and prepare the assignment for the first class meeting.

ACCT 340, Accounting Information Systems, 4 credits

This course provides a conceptual framework to stress the responsibility of accountant, auditor and manager for the design, operation and control of the accounting information system and the needs of information users within an

organization. Traditional accounting transaction cycles are organized around events-based information technology. Students learn how the accounting information system records, classifies and aggregates economic events.

Prerequisite: ACCT 310 Financial Reporting , ACCT 320 Strategic Management Accounting , MIS 310 Principles of Management Information Systems , ACCT 311 Intermediate Accounting I , ACCT 320 Strategic Management Accounting , MIS 310 Principles of Management Information Systems

Other Information: Note: Refer to the course syllabus located in the Content section of the course D2L Web site and prepare the assignment for the first class meeting.

ACCT 510, Advanced Accounting, 4 credits

The second course in the two-course financial reporting sequence, this course emphasizes accounting theory and practice including special disclosure and reporting problems; international accounting and foreign currency translation; not-for-profit accounting, governmental accounting; business combinations; and consolidated financial statement preparation and analysis.

Prerequisite: ACCT 311 Intermediate Accounting I , ACCT 312 Intermediate Accounting II , ACCT 310 Financial Reporting

Other Information: Note: Read chapters one and two before the first class session. Be prepared to complete a quiz on this reading material.

ACCT 512, Auditing, 4 credits

The audit of corporate financial statements by the independent registered accountant using generally accepted auditing standards of the Public Companies Accounting Oversight Board for publicly traded corporations is the focus of this course. A risk based approach is used with emphasis on both auditing concepts and audit programs.

Prerequisite: ACCT 310 Financial Reporting , ACCT 340 Accounting Information Systems , ACCT 510 Advanced Accounting , ACCT 311 Intermediate Accounting I , ACCT 312 Intermediate Accounting II , ACCT 340 Accounting Information Systems , ACCT 510 Advanced Accounting

Other Information: Note: Read Chapters 1 and 2 before the first class meeting.

ACCT 515, Financial Statement Analysis, 4 credits

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: ACCT 310 Financial Reporting , ECON 202 Microeconomics , ACCT 311 Intermediate Accounting I , ECON 202 Microeconomics

ACCT 520, Advanced Strategic Management Accounting, 4 credits

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: ACCT 320 Strategic Management Accounting

Other Information: Note: Refer to the course syllabus located in the Content section of the course D2L Web site and prepare the assignment for the first class meeting.

ACCT 530, Business Taxation, 4 credits

This course focuses on identifying issues that affect the taxation of businesses. Ten Chapters 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: ACCT 310 Financial Reporting , ACCT 311 Intermediate Accounting I , ACCT 312 Intermediate Accounting II

Other Information: Note: Read chapter one before first class meeting.

ANTH

ANTH 101, Human Origins, 3 credits

What is evolution and how does it differ from common beliefs about human origins? Students investigate the evolution of humans and other primates, and the cultural and biological adaptations of modern humans to their environments. The course explores a variety of topics including: the origins of language and culture, fossil evidence for primate and hominid evolution, and human biological variation. Students also examine contemporary debates about human origins.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

ANTH 301, Approaches to Cultural Anthropology, 4 credits

This course introduces the study of humanity from a comparative and cross-cultural perspective. Students learn what anthropologists do, how they do it, and why. Exposure to the range of human possibilities, differences, and similarities will highlight the processes of enculturation in all societies. The course explores topics such as kinship, economics, religion, social control, globalization, culture change, and contemporary cultural issues affecting all humans.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

ANTH 302, Gender and Culture, 4 credits

What is gender? How can we understand differences in gender and sexuality? Through the perspective of cultural anthropology, students examine how gender is perceived and realized in a range of human societies. Discussions on the biological/cultural determinants of gender are considered. Ethnographic materials explore how gender varies cross culturally and historically and is related to social power. Students engage with contemporary debates surrounding such themes as marriage, family, human rights, and sexuality.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

ANTH 304, Anthropology of Religion, 4 credits

This course takes a cross-cultural approach to religion in relation to the individual life cycle, social order and relations, and culture change. Students examine theoretical constructs and methods and their relation to a variety of religious beliefs and practices in the United States and globally.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

ANTH 308, Archaeology: Explaining the Past, 4 credits

Who owns the past and why should we try to preserve it? This course explores the formation of the archaeological record, and the methods archaeologists use to interpret that record. Students examine how professional archaeology differs from looting, and

how archaeologists work to protect the archaeological record. The course also analyzes and evaluates academic and popular interpretations of archaeology.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

ANTH 310, Anthropology of Masculinity, 4 credits

Anthropology of Masculinity explores masculinities from a cross-cultural perspective. While many cultures once believed there is only one "natural" way to be a man, they are now confronted with a variety of masculinities. This course explores the modern quandary, "What does it mean to be a man in the modern age?" from an anthropological perspective. Themes include sexuality, work, dominance, fatherhood, marriage, violence, feminism, popular culture, initiation rituals, and the male body.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

ANTH 320, Anthropology in the Global Age, 4 credits

Rapid social and environmental changes are occurring throughout the world today. Before contemporary issues can be understood, the significance of global culture must be considered. Using an anthropological perspective, this course examines significant economic, political, religious and social processes which result from the interactions between traditional cultures and more industrialized societies on our planet as well as within our pluralistic society in the United States.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

ANTH 328, Anthropology of Immigrants and Refugees, 4 credits

The dramatic population movements globally and into the U.S. over recent decades of people fleeing violence or seeking viable livelihoods leads to many complex questions concerning migration. This course explores contemporary migration through an anthropological perspective into the lived experiences of refugees and immigrants who come to the U.S., and gives particular attention to immigrant groups residing locally. Students will gain empirical and theoretical bases of social science research to place migration experiences in sociocultural, economic and political context and to

critically assess assumptions about refugees and migrants found in discourses on immigration.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or the equivalent.

ARTS

ARTS 106, Introduction to Drawing, 4 credits

This class focuses on the principles and practices of drawing, through an exploration of space, shading, volume, perspective and composition. Class discussions and projects include use of materials, color, artists and movements of the past, and contemporary trends in drawing and painting. Emphasis is placed on the development of hand-eye coordination skills.

MnTC (GELS): Humanities/Fine Arts Goal(06)

ARTS 115, Introduction to Photography, 4 credits

This introductory course focuses on the aesthetic and practical elements of image making in photography. Basic principles of camera work, framing, light and lenses are covered. This course provides a foundation for further study in photography.

MnTC (GELS): Humanities/Fine Arts Goal(06)

Other Information: Note: Students must have access to a digital camera with manual functions and provide their own photographic paper.

ARTS 300, Museums and Galleries, 4 credits

As students visit local museums and galleries, they become familiar with many of the Twin Cities' exhibition facilities and reflect on the experience of viewing art. This course offers an approach to understanding and appreciating the visual arts as one develops critical thinking skills. Emphasis is placed on the articulation of ideas through written and spoken words. Note: Students are responsible for their own transportation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement

ARTS 301, Current Topics: Variable Subtitles , credits

Current Topics is a course designation that is used to identify timely themes and various media that supplement and enrich a student's art education. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: book arts, relief printmaking, mosaic sculptures, street photography and assemblage.

**** Note:** this is a variable credit course with credit range of 2 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Prerequisites: One introductory Arts class or instructor's consent.

ARTS 302, Exhibition Practices, 2 credits

This internship is designed to give students an opportunity to learn about the basic functions and day to day operations of an educational art gallery. Students will assist in the installation and dismantling of various exhibitions, featuring numerous forms of art. In doing so, students will gather practical knowledge about handling and lighting artwork, creating didactics, generating and distributing publicity, working with artists and creating corresponding programming. This knowledge should qualify a student to apply for entry level positions at other exhibition facilities, create groundwork for additional coursework in Museum Studies, and/or prepare students to mount exhibitions of their own in a professional manner. Variable meeting times. Contact instructor for details prior to registering. S/N grading only.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement

ARTS 304, Topics in Fibers, credits

This studio course explores historical and contemporary approaches to fiber arts as well as examination of significant figures and movements. Traditional techniques and contemporary applications of paper and fabric bridge the gap between crafts and fine arts. Students should consult the Class Schedule for particular topics (such as papermaking, wearable art and surface design.) Note: This course may be taken three times for credit as long as the topic is different. **** Note:** this is a variable credit course with credit range of 2 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement , Note: This course may be taken three times for credit, as long as the topics are different.

ARTS 306, Intermediate Drawing, 4 credits

In this class students further develop their hand-eye coordination skills, polish their techniques, deepen their understanding of artists or movements of the past and examine contemporary trends in drawing and painting. Emphasis is placed on drawing as a medium of self-expression.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Prerequisite: ARTS 106 Introduction to Drawing or instructor's consent.

ARTS 307, Painting, 4 credits

This course explores principles and practices related to color, shading, volume, perspective and composition. Class discussion and projects include color theory, application techniques, artists and movements of the past and contemporary trends in painting. Students complete original paintings using acrylics.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Prerequisite: ARTS 106 Introduction to Drawing or instructor's consent.

ARTS 309, Photography: History of a Visual Artform, 4 credits

This course presents a historical survey of photography within the context of scientific, cultural and artistic forces. From the camera obscura and daguerreotypes to Surrealism and Social Realism, this course addresses the broad and expressive nature of photographic imagery. In addition to exploring the technical history of the medium, the class is designed to promote formal articulation, genre identification and evaluation of meaning within diverse cultural contexts. Students will leave this course with a stronger sense of the ways in which photography has contributed to the global artistic landscape and our conception of reality. Activities include slide lectures, videos, visiting artist presentations and field trips to local collections and studios. No lab component.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

ARTS 311, Watercolors, 4 credits

This course explores the fundamental principles and techniques associated with the medium of watercolor paints. The coursework includes color theory, application techniques, and traditional/contemporary trends in painting. Once rudimentary skills are established through representational compositions, students will have the

opportunity to investigate the expressive nature of watercolors through abstract imagery. Two field trips are scheduled outdoors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Prerequisite: ARTS 106 Introduction to Drawing or equivalent.

ARTS 316, Intermediate Photography, 4 credits

Intermediate photographic techniques and approaches to image making using digital cameras, editing, software, printers, and lighting equipment. Class projects and discussions include image manipulation, composition, lighting, and film/analog photography, as well as artist movements of the past and contemporary trends in photography. Students explore photography as a creative form.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Prerequisite: ARTS 115 Introduction to Photography

Other Information: Note: Students must have access to a digital camera with manual operations.

ARTS 320, Topics in Clay: Variable Subtitles , 3 credits

Topics in Clay is a course that explores the artistic possibilities of working with ceramics. Functional and sculptural approaches are addressed. These twelve-week, three credit courses are taught at Northern Clay Center in Minneapolis. Topics will change from semester to semester. If more than one topics course is taken in fulfillment of the major, they must be different course titles. Topics may include, but are not limited to: Wheel Throwing, Hand Building, Surface/Imagery Technique and Firing Methods.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

ARTS 350I, Arts Individualized Internship, credits

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 8.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

ARTS 400, Capstone Seminar, 4 credits

In this Faculty-Designed Independent Study students learn about the documents, practices and resources necessary to pursue a career in the visual arts. Some pragmatic assignments will demonstrate the artist's talents and accomplishments (such as resumes, statements and portfolios). Other logistical exercises will explore the expectations for the field (like exhibition protocols, employment opportunities, grant proposals, residencies and applications for graduate school). This course is required for all Studio Arts majors and should be executed in the student's final year of study.

Prerequisite: ARTS 106 Introduction to Drawing , ARTS 115 Introduction to Photography , ARTS 300 Museums and Galleries , ARTS 304 Topics in Fibers , ARTS 307 Painting

BIOL

BIOL 101, Introduction to the Life Sciences, 4 credits

This course is an introduction to the study of living things. Topics covered include: cell biology, evolution, use of the microscope, and the diversity of life. Lab included. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab. First day attendance required except by instructor permission.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

BIOL 105, Human Biology, 4 credits

This course is an introduction to the genetics, anatomy, physiology, and evolution of the human body in both health and disease. Lab included. Intended for general education students, students preparing for Biol 111 General Biology and students needing a one-semester introduction to human biology.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

BIOL 106, Biology of Women, 4 credits

This course is an introduction to the health and biology of women, focusing on the major health and disease concerns for women (heart disease, stroke, cancer, osteoporosis, menstruation, pregnancy, infertility) and the biological systems involved (cardiovascular, neurological, skeletal, endocrine, and reproductive etc.). No dissection is required. Lab included. Intended for general education students and students needing a one-semester introduction to human biology or the biology of women.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

BIOL 107, Biology, Race, and Racism, 4 credits

This course introduces students to scientific practices and to biological concepts (including genetics, physiology, and evolution) through the perspective of past and current research related to race. The biological basis for human differences will be clarified and distinguished from racialized traits. Environmental effects on human biology and health will be addressed within the context of racial disparities. The influence of cultural assumptions on scientific research and the misuse of science to support racist claims (e.g., the eugenics movement, The Bell Curve) will be evaluated. Course includes significant online content and lab. Intended for students preparing for BIOL 111 General Biology and students seeking a general education science course with lab.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability OR Placement at/above College Algebra on the University's assessment test.

Other Information: Racial Issues Graduation Requirement

BIOL 108, Introduction to Brain, 3 credits

This course surveys the general principles of the organization, structure, and function of the nervous system. In short, it serves to give you insights into the basics of how your brain works. Topics include neuroanatomy, action potentials, synaptic transmission, development of the nervous system, sensory transduction, sensory and motor systems, and learning. Students will gain an understanding of how cells signal to one another within the nervous system. They will understand the basic role each brain region plays in behavior. Students will examine how the structure of our nervous system results in the ability of illusions to trick our sensory system into perceiving something else. Students will also learn about different ways to study the brain. This course introduces students to the interdisciplinary nature of neuroscience by exposing them to psychology, biology, and even some chemistry concepts.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra on the university's assessment tests.

BIOL 111, General Biology I, 4 credits

The first semester of the comprehensive first year course in biology. Covers the biochemistry and inner workings of cells, energy metabolism, genetics, cellular physiology, population genetics and evolutionary pattern and process. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Intended for students who are pursuing, or considering, the major in biology or life sciences teaching.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

BIOL 112, General Biology II, 4 credits

The second semester of the comprehensive first year course in biology. Covers the evolution and diversity of life, plant biology, animal biology and ecology. Lab activities include use of the microscope, examination of organisms, and experiments in plant physiology and ecology; may include animal dissection. Intended for biology and life sciences teaching majors.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: BIOL 111 General Biology I , MATH 115 College Algebra , BIOL 111 General Biology I , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

BIOL 211, Principles of Genetics, 4 credits

This course provides a thorough major's level introduction to genetics and heredity. It will cover the fundamentals of genetic information, its transmission from parents to offspring [heredity], its phenotypic and molecular expression in cells and organisms, replication and repair of genetic material within a cell, and its population impacts. Also included are the modern techniques of genetics including: gene mapping, cloning, genome manipulation and mutation. Knowledge of species' genomes, their genes, their inheritance, and how genes impact individuals and/or populations has rapidly become an integral part of almost every aspect of biology. From public health to ecology - genetics touches all.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus or above College Algebra on the university's assessment tests.

Other Information: Note: First day attendance required except by instructor permission.

BIOL 301, Genetics, 5 credits

This course covers genetics, heredity and genetic information, its transmission from parents to offspring, its phenotypic and molecular expression in cells and organisms, and its course in populations. Also covers the modern techniques of genetics including gene mapping, cloning, genome manipulation and mutation. Lab included. Intended for biology and life sciences teaching majors.

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 302, Cell Biology and Histology, 5 credits

This course covers life in terms of molecules, cells, tissues, and organs, integrating these levels of complexity and focusing on the underlying molecular and cellular mechanisms of biological function. Topics include membrane structure and function, trafficking of molecules, the endomembrane system signal transduction pathways, extracellular matrix, and the cell cytoskeleton. Laboratory includes descriptive

histology of animal tissues. Intended for biology and life sciences teaching majors.

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 304, Molecular Biology, 5 credits

This course covers molecular biology, the study of genetic expression at the molecular level-including transcription, translation, and DNA replication emphasizing structure and function, and focusing on how molecular lab techniques elucidate the genetic mechanisms of the cell. Lab includes recombinant DNA, gel electrophoresis, PCR and sterile technique. Intended for biology majors.

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 310, Ecology, 5 credits

This course covers the science of ecology, focusing on population and community ecology, the investigation of patterns in the distribution and abundance of organisms and the processes responsible. The content and methods of modern ecological research are emphasized. Students read ecological research papers and do field investigations, experiments and computer modeling. Most of the weekly labs take place outdoors. Intended for biology and life sciences teaching majors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 208 Applied Calculus , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 210 Calculus I , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , STAT 201 Statistics I

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 311, Plant Physiology, 5 credits

This course covers plant physiology across the range of organisms studied by botanists, including plants, algae, and photosynthetic bacteria, including the structural and biochemical features that are characteristic of the different taxonomic groups and how these features affect the distribution and abundance of the organisms. The content and methods of current research in plant physiology are emphasized. Lab activities include laboratory and field investigations. Intended for biology majors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 312, Evolution, 5 credits

This course covers the science of evolutionary biology, including population genetics, microevolution, speciation, phylogenetics and macroevolution. The content and methods of modern research in evolutionary biology are emphasized; student read primary source scientific literature. Lab activities include field investigations, lab experiments, and computer modeling. Intended for biology and life sciences teaching majors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 208 Applied Calculus , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , STAT 201 Statistics I

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 315, Limnology, 5 credits

This course covers the biology, chemistry and physics of aquatic habitats with an emphasis on the ecology of lakes in Minnesota. The content and methods of modern limnological research are emphasized. Labs focus on field and lab investigation of water bodies in the metropolitan area. Most of the weekly labs take place outdoors. Intended for biology and life sciences teaching majors and other qualified students. *MnTC (GELS)*: Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10)

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , MATH 115 College Algebra , STAT 201 Statistics I , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 210 Calculus I , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 208 Applied Calculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission. Overlap ESCI 315 Limnology. , Community Engagement

BIOL 316, Behavioral Ecology, 5 credits

This course covers the science of animal behavioral ecology. The content and methods of modern ecological research are emphasized. Students read research papers in the field of animal behavior and conduct field investigations, experiments and computer modeling. Many of the weekly labs take place outdoors. Intended for biology majors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 115 College Algebra , STAT 201 Statistics I , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 208 Applied Calculus , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 210 Calculus I

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 322, Comparative Animal Physiology, 5 credits

This course covers the functions of each of the organ systems of the animal body focusing on the physiological problems experienced by animals and the solutions that have evolved in various animal groups. The course includes an integrated laboratory

in which students conduct physiological experiments. Intended for biology majors.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 324, Invertebrate Biology, 5 credits

The biology of invertebrate animals, particularly insects and other terrestrial arthropods: their macroevolutionary history, taxonomy, morphology, physiology, behavior, and ecology. Topics may include their identification and roles as pollinators, herbivores, predators and disease vectors in natural, agricultural, and urban ecosystems. The course includes an integrated laboratory with field and laboratory activity. Course intended for biology majors.

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 330, Biology of Microorganisms, 5 credits

This course covers the taxonomy, structure, function and ecology of microbes including bacteria, viruses, fungi and protista. Additional topics include microbial pathogenesis, the response of the mammalian immune system to microbial infection, microbial metabolic diversity and microbial biotechnology. Labs include use of microscope, survey of types of microbes, isolation of microbes from the environment, identification of microbes, staining of bacteria, action of antibiotics and disinfectants, counting of bacteria in food and water and use of microbes in food and beverage production. Intended for biology majors and minors.

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 406, Biology of Cancer, 3 credits

Covers the genetic, physiological, and molecular principles underlying the causes and treatments of cancer. Course focuses on the regulatory pathways and their genetic flaws that govern cell proliferation, angiogenesis, malignancy and metastasis.

Intended for biology majors in their senior year.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission.

BIOL 479, Advanced Topics in Biology, credits

This course covers advanced biological topics that vary from semester to semester. Because the content of each section of this course is different, students may take this course more than once for credit. Intended for biology majors in their junior and senior years. ** Note: this is a variable credit course with credit range of 1 - 5. **

Note: this is a variable credit course with credit range of 1 - 5.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: Enrollment limited to Biology majors and Biology Minors with junior or senior standing, except by instructor permission. First day attendance required except by instructor permission.

BIOL 489, Senior Research in Biology, credits

This course provides students with independent laboratory, field or computer biology research under the supervision of a resident biology faculty member. Students must complete a research proposal and it must be approved by the instructor prior to course registration. Prior successful completion of an upper division course with the instructor is generally required. ** Note: this is a variable credit course with credit range of 1 - 4. ** Note: this is a variable credit course with credit range of 1 - 4.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Community Engagement , Note: Instructor's permission required.

BIOL 511H, Honors Freshwater Ecology and Quality, 3 credits

Advanced course in freshwater ecology with applications to water quality assessment and monitoring, lake management, and drinking water supply. Students learn and apply techniques in water quality monitoring and taxonomic methods used in the science of phycology. Course is open to students who have met the criteria and been granted honors biology status, a process administered by the Natural Sciences

Department.

Other Information: Note: This honors course is open to students who have met the criteria and been granted honors biology status, a process administered by the Natural Sciences Department. All prerequisites must be completed with grade of B or above. Contact instructor or department chair for permission.

BIOL 512H, Honors Insect Ecology and Management, 3 credits

This is an advanced course in the study of insect ecology, with particular emphasis on application to the management of pest species of agricultural, medical/veterinary, and urban importance. Topics addressed include, but are not limited to: insect population dynamics and regulation, sampling techniques, insect-plant interactions, disease vector biology, theories and practices of integrated pest management (IPM) and insecticide resistance management (IRM), and insect taxonomy. Students will read and discuss primary literature articles in entomology, and will engage in active field/laboratory exercises in insect ecology and taxonomy. Intended for biology and environmental majors who have taken considerable upper-division classwork in the sciences.

Other Information: Note: This honors course is open to students who have met the criteria and been granted honors biology status, a process administered by the Natural Sciences Department. All prerequisites must be completed with grade of B or above. Contact instructor or department chair for permission.

BLAW

BLAW 310, Business Law: UCC and Contracts, 4 credits

This course reviews the purposes, philosophies and organization of the U.S. legal system. It provides an intensive study of the law which governs contracts for services, real estate, employment, insurance, trademark, patents and copyrights. Topics covered include legally binding contract requirements (offer and acceptance, legality of subject matter, capacity of parties and contractual consideration); circumstances which require a contract to be in writing; defenses for avoiding contractual liability; and legal remedies for breach of contract. It also focuses on the articles of the Uniform Commercial Code (UCC), which govern the rights and obligations of parties to transactions involving the sale of goods (Article II), commercial paper such as checks, notes and drafts (Article III), and financing arrangements in which one party gives another a security interest in property (Article IX) and the effects of federal bankruptcy laws on these transactions.

BLAW 320, Legal Environment of Organizations, 4 credits

The behavior of organizations and people in organizations is influenced in a variety of ways by the Constitution, state and federal legislation, regulations by all levels of government, by judicial opinions and by ethical considerations. This course explores selected aspects of the legal environment, including antitrust and fair trade laws, the law of contracts, laws and regulations concerning the workplace and workplace behavior, environmental protections, and ethical standards. Issues relating to franchising and trading in securities are also addressed within the context of the law and ethics.

BLAW 430, Marketing and Advertising Law, 4 credits

This course addresses the laws that regularly affect day-to-day marketing and advertising practices. Topics include the cases, statutes and regulatory agencies that create liability for advertising copy and layout, and those dealing with acquiring and protecting trade names, trademarks, service marks, trade secrets, copyrights and patents, and the laws which define and create liability for unfair competitive practices.

Prerequisite: MKTG 300 Marketing Principles

Other Information: Prerequisite: MKTG 300 or equivalent; Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

CFS

CFS 262, Computer and Operating Systems Fundamentals I, 4 credits

This course covers the fundamental concepts of a single user operating system. The topics discussed in the course are the basic concepts of computer organization and architecture, memory management, process handling, disk and file management and control, and peripherals operation. Students also have the opportunities to learn the techniques and procedures of system installation, configuration, administration, and trouble shooting. The operating systems illustrated in the course are MS Windows and/or Mac OS X.

Prerequisite: ICS 140 Computational Thinking with Programming or with instructor's consent.

CFS 264, Computer and Operating Systems Fundamentals II, 4 credits

This course covers the fundamental concepts of a multi-user operating system. The topics discussed in the course are conventional computer organization and architecture, memory management, process handling, disk and file management and control, and peripherals operation. Students also have the opportunities to learn the techniques and procedures of system installation, configuration, administration, and trouble shooting. The operating systems illustrated in the course are Linux and Unix.
Prerequisite: ICS 140 Computational Thinking with Programming

CFS 280, Introduction to Computer Forensics, 4 credits

In this course, students learn the fundamental principles and concepts in computer forensics. The topics include the classification of the digital evidence, the procedure of discovering and preserving evidence, types of computer and Internet crimes, and analysis of computer crime statistics and demographics. Students also learn how to search and retrieve information to find the evidence using some common tools.

Related legal procedures, regulations, and laws are also discussed briefly.

Prerequisite: CFS 262 Computer and Operating Systems Fundamentals I , CFS 264 Computer and Operating Systems Fundamentals II

CFS 345, Electronic Discovery I, 4 credits

In this course students learn the fundamental principles and concepts of electronic discovery including the collection, preservation, filtering, processing, review, and production of electronically stored information such as email messages, word processing documents, spreadsheets, and other computer files. Students also learn the relationship between digital evidence analysis and electronic discovery and its role in civil litigation, government regulatory proceedings, and internal corporate investigations. Unique issues involving electronic discovery that arise in international contexts are also addressed.

Prerequisite: CFS 280 Introduction to Computer Forensics

Other Information: Formerly CFS 480 Introduction to Electronic Discovery. Note: Two information technology related courses or the instructor's consent.

CFS 380, Digital Evidence Analysis, 4 credits

In this course, students continue not only to learn how to identify and collect digital evidence through forensics search tools, but also to study the emerging data mining

techniques. The topics include how to design a plan for a computer crime investigation; how to select a computer software tool to perform the investigation; how to articulate the laws applying to the appropriation of computers for forensics analysis; how to verify the integrity of the evidence being obtained; how to prepare the evidence collected for the use in the court; and how to present the evidence as an expert eyewitness in court. Some hypothetical and real cases are also discussed in class.

Prerequisite: CFS 280 Introduction to Computer Forensics

CFS 445, Electronic Discovery II, 4 credits

In this course students learn advanced topics and concepts of electronic discovery, such as the Electronic Discovery Reference Model, Information Governance, Technology Assisted Review, Predictive Coding, electronic discovery of cloud data, electronic discovery of social media data, electronic discovery of mobile device data and instant messages, as well as the use of software technology in electronic discovery. The course will also compare and contrast international electronic discovery issues in a global context, including common law countries and codified civil law countries.

Prerequisite: CFS 345 Electronic Discovery I

CFS 484, Computer Laws, 4 credits

In this course, students will learn the law relating to computer software, hardware, and the Internet. The areas of the law include intellectual property, cyberspace privacy, copyright, software licensing, hardware patent, and antitrust laws. Legislation and public policies on cyberspace technology, cryptographic method export controls, essential infrastructure protection and economic development are also discussed in class.

Other Information: Prerequisites: Two semesters of computer related courses or instructor's consent.

CFS 485, Mobile Device Security and Forensics, 4 credits

This course takes a hands-on approach to provide students with foundational concepts and practical skills in Mobile Device Forensics, which can be leveraged to perform forensically sound investigations against crimes involving the most complex mobile devices currently available in the market. Using modern tools and techniques, students will learn how to conduct a structured investigation process to determine the nature of the crime and to produce results that are useful in criminal proceedings. The course will provide walkthrough on various phases of the mobile forensics process for both

Android and iOS based devices including forensically extracting, collecting, and analyzing, data and producing and disseminating reports. The course modules and labs will involve certain specialized hardware and software to perform data acquisition (including deleted data), and the analysis of extracted information.

Prerequisite: CFS 280 Introduction to Computer Forensics OR with instructor's consent.

CFS 499, Computer Forensics Internship/Capstone, 4 credits

This course is designed to provide students an opportunity to practice what they have learned from the computer forensics program through a group project. The topic of the project must be approved by either the instructor or the director of the program. Each project must have a written report and an oral presentation. This course is recommended to be taken in the last semester of the program study.

Prerequisite: CFS 380 Digital Evidence Analysis , ICS 382 Computer Security , POL 331 Law and the Legal Process

Other Information: Note: This course is offered to the students majoring in computer forensics only.

CHEM

CHEM 105, Survey of General, Organic, and Biochemistry, 4 credits

A one-term course designed for non-majors providing an overview of general, organic, and biochemistry with an emphasis on applications of chemistry of the human body. Topics include solutions and body fluids; acid-base chemistry; atomic/molecular structure and bonding; gases; structure, properties, and reactivity of organic molecules and functional groups; overview of the structure and function of biological molecules including carbohydrates, proteins, lipids and nucleic acids; overview of metabolic processes related to carbohydrate and fat metabolism; enzymes. Lecture 3 credits; lab 1 credit.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability OR placement at College Algebra.

Other Information: Note: First day attendance required except by instructor permission.

CHEM 107, Chemistry, Society and the Environment, 4 credits

Principles of chemistry as they apply to important environmental and societal issues. Topics will be drawn from: energy sources, alternative fuels, radioactivity, global warming, ozone, pollution, acid rain, plastics and polymers, drug development, nutrition and genetic engineering. Includes lab. Intended for students preparing for Chem 111 General Chemistry as well as students seeking a general education science course with lab.

MnTC (GELS): Natural Science Goal(03) , People/Environment Goal(10)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra on the university's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

CHEM 108, The Science of Cooking, 3 credits

Students will study biological and chemical concepts relating to food and cooking. Students will learn about structure and bonding of food constituents, cell theory, signaling, and biological structure. The course will also explore the history of food, ailments, or cures associated with food. Students will be able to examine foods in different cultures and apply their knowledge from the course to understand the importance of these foods.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra on the university's assessment tests.

Other Information: Note: First day attendance required except by instructor permission.

CHEM 111, General Chemistry I, 4 credits

The first semester of the comprehensive first year course in chemistry. Covers measurement, stoichiometry, solution chemistry, atomic structure, bonding, molecular structure, molecular visualization, and problem solving. Lab includes basic laboratory techniques, instrumentation, methodology, chemical analysis, and laboratory notebook procedures. The labs are also designed to engage students in critical thinking and concept building and are directly coordinated with the lecture part of the course. Intended for students who are pursuing, or considering, the biology or life

sciences teaching major and/or chemistry minor, and qualified students seeking a general education science course with lab.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

CHEM 112, General Chemistry II, 4 credits

The second semester of the comprehensive algebra-based first year course in chemistry. Covers acid/base theory, chemical equilibria, nuclear and electrochemistry, redox reactions, terminology, functional groups, reactivity of organic compounds and an introduction to biochemistry. Includes lab. Intended for students pursuing the biology or life sciences teaching major and/or chemistry minor.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 111 General Chemistry I , MATH 115 College Algebra , CHEM 111 General Chemistry I , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

CHEM 231, Organic Chemistry I, 4 credits

The first semester of a comprehensive course in organic chemistry. This course covers structure and nomenclature, bonding theory, reaction mechanisms, stereochemistry, reaction kinetics and thermodynamics, instrument methods [e.g. NMR, IR, MS] and the syntheses and reactions of various functional groups of organic compounds. Molecular modeling software is used to assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. Intended for biology majors and chemistry minors.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Corequisite: CHEM 231L Organic Chemistry I Lab

Other Information: Note: First day attendance required except by instructor permission. Must be taken concurrently with CHEM231L except by instructor permission. Contact instructor for permission.

CHEM 231L, Organic Chemistry I Lab, 1 credits

This course provides the laboratory experience to accompany Chem 231 Organic Chemistry I. This course introduces the techniques, specialized equipment, instrumental methods and safety procedures common in an organic lab setting. Students get hands-on experience with the instrumentation, equipment, hazardous

material procedures, and multi-step methods employed in the synthesis of larger, more complicated organic structures from simpler molecules.

Prerequisite: CHEM 112L General Chemistry II Laboratory

Corequisite: CHEM 231 Organic Chemistry I

Other Information: Note: First day attendance required except by instructor permission. CHEM 231 and 231L must both be in the cart at the same time when you register.

CHEM 301, Biochemistry, 5 credits

This course covers the structure of biologically important compounds (proteins, carbohydrates, lipids, and enzymes) and their transformations during metabolism. Topics include: enzyme kinematics, chemical reactions (acid/base, reduction/oxidation, hydrolysis, etc.), protein synthesis and regulation, use and interpretation of biochemical information, and problem-solving in biochemistry. Lab includes biochemical methods and techniques and develops skills with laboratory instruments, data collection, and scientific writing. Intended for biology majors and chemistry minors.

Prerequisite: BIOL 111 General Biology I , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , CHEM 231 Organic Chemistry I , MATH 115 College Algebra , BIOL 111 General Biology I , CHEM 111 General Chemistry I , CHEM 231 Organic Chemistry I , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

CHEM 311, Environmental Chemistry, 3 credits

This class addresses the principles of atmospheric chemistry, energy and climate changes, water chemistry, and soil chemistry. During the course of the semester, students will learn the chemistry behind modern challenges to our environment. It will include and examination of the sources, reactions, transport, and fates of different chemical species in the environment. The following topics will be covered: a) atmospheric chemistry and air pollution; b) energy and climate change; c) water chemistry and water pollution; d) toxic organic compounds e) wastes, soils and sediments.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10)

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

CHEM 311L, Environmental Chemistry Lab, 2 credits

This course is intended for Chemistry and Environmental Science majors; this course contributes to the Category 2 electives for the Chemistry major and Physical Science Core Courses for Environmental Science. This two-credit lab course must be taken concurrently with CHEM311 Environmental Chemistry. This course continues the introduction of the techniques, specialized equipment, instrumental methods and safety procedures that was begun in CHEM 112. Students get hands-on experience with the instrumentation, equipment, and hazardous material procedures. Students will learn techniques relevant to the study of atmospheric and water chemistry. Students will gain experience with bench analytical techniques such as titrations and instrumental analysis using mass spectrometry and atomic absorption.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10)

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

CHEM 332, Organic Chemistry II, 4 credits

The second semester of a comprehensive course in organic chemistry. This course introduces organic functional groups that include oxygen, nitrogen, and aromatic systems and related reaction mechanisms, multi-step synthetic routes, polymers, and introduce the chemical structures common in many biomolecules. Instrumental methods (e.g. NMR, IR, MS, UV) are discussed in greater detail, and molecular modeling software used to assist in visualizing structures and reaction mechanisms, and in the interpretation of various spectra. Intended for biology majors and chemistry minors.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)

Prerequisite: CHEM 231 Organic Chemistry I , MATH 115 College Algebra , CHEM 231 Organic Chemistry I , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission. Must be taken concurrently with CHEM 332L except by instructor permission.

CHEM 332L, Organic Chemistry II Lab, 1 credits

This course provides the laboratory experience to accompany CHEM 232 Organic Chemistry II. This course continues the introduction of the techniques, specialized equipment, instrumental methods and safety procedures that was begun in Chem 231 Organic Chem I Lab. Students get hands-on experience with the instrumentation, equipment, hazardous material procedures, and multi-step methods employed in the synthesis of larger, more complicated organic structures from simpler molecules.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)
Other Information: Note: First day attendance required except by instructor permission. CHEM 332 and 332L must both be in the cart at the same time when you register.

CHEM 341, Quantitative Analysis, 5 credits

This course is first in a series for analytical chemistry. Student work will focus on the fundamental principles of volumetric and gravimetric methods for separation, identification and quantification of chemical substances. Students will learn proper statistical treatment of experimental data and error analysis as well as develop concepts of accuracy and precision. Techniques and concepts presented in this class are in high demand by a variety of industrial labs.

Other Information: Note: First day attendance required except by instructor permission.

CHEM 351, Physical Chemistry I , 5 credits

This course introduces the concepts of thermodynamics. Topics include first law of thermodynamics, second law of thermodynamics, entropy, statistical mechanics, specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibriums, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

Prerequisite: CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 210 Calculus I , PHYS 212 Calculus Based Physics II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 211 Calculus II

Other Information: Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both CHEM 351 Physical Chemistry I and PHYS 351 Thermodynamics.

CHEM 355, Physical Chemistry II, 3 credits

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor.

Prerequisite: MATH 211 Calculus II , PHYS 212 Calculus Based Physics II

Other Information: Note: Must be taken concurrently with CHEM 357 Physical Chemistry II Lab except by instructor permission. First day attendance required except by instructor permission.

CHEM 357, Physical Chemistry II Lab , 2 credits

This course provides laboratory activities to test the major theories that lead to the understanding of atomic structure and their spectra. It is intended for students pursuing chemistry and physics major/minor.

Other Information: Note: First day attendance required except by instructor permission. CHEM 355 and 357 must both be in the cart at the same time when you register.

CHEM 441, Instrumental Analysis , 5 credits

This course is intended for Chemistry majors and minors; this course contributes to Category 2 electives for the Chemistry major. Topics include instrumental methods of analysis including spectrochemical, kinetic and chromatographic methods. Includes 3 credits dedicated to lecture and 2 credits to lab.

Prerequisite: CHEM 341 Quantitative Analysis

Other Information: Note: First day attendance required except by instructor permission.

CHEM 469, Seminars in Chemistry, 1 credits

This course develops critical analysis of primary scientific presentations by utilizing the many scientific seminar presentations offered in the Twin Cities Area. These presentations include those given by educational institutions such as Metropolitan State University and the University of Minnesota or public seminars given by area industrial speakers. The student chooses eight one-hour seminars to attend; for one presenter, the student conducts further analysis and writes a 5-7 page paper demonstrating how the currently presented research integrates with the presenters past work or the surrounding research community. This course can, with instructor permission, be taken more than once for credit. This course cannot be used to fulfill the General Education Goal III Natural Science requirement. This course may be used to fulfill the upper division credits for the Chemistry minor.

Prerequisite: CHEM 332 Organic Chemistry II , WRIT 231 Writing II , CHEM 301 Biochemistry , WRIT 231 Writing II

CHEM 479, Special Topics in Chemistry, credits

This course will include an in depth study of a specific area of chemistry, and may include offerings in forensic chemistry, food chemistry, polymers, thermodynamics, medicinal chemistry, environmental chemistry, or other areas of interest or not represented in regular course offerings within the department. ** Note: this is a variable credit course with credit range of 1 - 5.

Prerequisite: CHEM 112L General Chemistry II Laboratory Note: Some topics may

have additional prerequisites.

Other Information: Note: First day attendance required except by instructor permission.

CHEM 489, Directed Research in Chemistry, credits

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of chemistry under the supervision of a resident chemistry faculty member. This course improves students problem solving, analytical, and reasoning skills. At the end of the course, students complete a research report that must be approved by the instructor. The number of credits will be decided by the faculty and the student. ** Note: this is a variable credit course with credit range of 1 - 5.

Prerequisite: CHEM 231 Organic Chemistry I , WRIT 231 Writing II , CHEM 301 Biochemistry , WRIT 231 Writing II AND instructor permission

Other Information: Note: Instructor's permission required.

CJS

CJS 101, Introduction to Criminal Justice, 3 credits

As an introduction to the field of criminal justice, this course provides students with a brief but comprehensive overview of criminal justice institutions in American society. Students learn about the role of the criminal justice system in maintaining social order. The course also examines the duties and functions of criminal justice practitioners, including police officers, prosecutors, judges and correctional officials from the initial violation of the criminal law, to the punishment and release of convicted offenders.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

CJS 201, Foundations in Criminal Justice, 3 credits

This course introduces students to the fundamentals of academic research and professional development related to the discipline of criminal justice and law enforcement. Students learn to search, locate, retrieve, evaluate, and document research sources as well as prepare research papers using writing and citations styles expected in criminal justice and law enforcement courses. The course will also broaden students' understanding of the direct and indirect criminal justice professional opportunities and equip students with the tools to begin to pursue careers in the field.

Prerequisite: CJS 101 Introduction to Criminal Justice , WRIT 131 Writing I or instructor's consent.

CJS 210, Constitutional Law, 3 credits

This course provides an overview and critical examination of constitutional law as it relates to criminal justice issues. A historical overview of the U.S. Constitution is covered along with how the Constitution works in the legal system including the role of the Supreme Court and constitutional interpretation. The first, fourth, fifth, sixth, eighth, and fourteenth amendments are emphasized. The course also examines how the Constitution protects the rights of those charged as well as the rights of law-abiding citizens.

Prerequisite: CJS 101 Introduction to Criminal Justice

Other Information: Co-Requisites: CJS 201 Foundations in Criminal Justice.

CJS 300, Corrections and Community Corrections, 4 credits

Corrections is a primary component of the American criminal justice system. This course is designed to introduce students to the profession and academic discipline of corrections. Course work exposes students to the philosophy and procedures of punishment; the various components within the correctional community such as confinement, probation and parole, and community corrections. The course also addresses issues relating to prisoners, such as prisoners' rights and prison life and other issues relating to the American correctional system, such as capital punishment, rehabilitation, juvenile justice, and financial penalties.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

CJS 301, Research Methods in Criminal Justice, 4 credits

This course examines the scientific research methods used in criminal justice research. Students learn a variety of research methods and apply them to various types of research being conducted within the criminal justice system. This course examines both quantitative and qualitative approaches.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal

Justice required. Note: This class replaces what used to be CJS 483 Research Seminar in Criminal Justice.

CJS 305, The Criminal Court System, 4 credits

This course is designed to expand students understanding of the role of criminal court at the federal, state, and local levels. As the intermediate step between law enforcement and corrections, courts are often criticized for providing a revolving door through which chronic offenders enter and exit without justice being served. We will explore the power and limitations of the judicial branch of government with regard to its role in the criminal justice system, as well as learn about the roles of various court professionals and develop a detailed understanding of the court process.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. , Community Engagement

CJS 320, Criminology and Public Policy, 4 credits

This course focuses on theories, concepts, narratives, and myths of crime and delinquent behavior. Contemporary issues and controversies within the criminal justice field are explored in social, political, and economic context. Special emphasis is placed on the role of race, class, gender, and culture in relation to the etiology, prevention, control, and treatment of crime and delinquency. This course is committed to general theoretical debate, examination of the interrelation between criminological theory and research, and empirical analyses of policy and practice.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. Note: This class replaces what used to be CJS 320: Applied Criminology.

CJS 333, Gangs, 4 credits

This course examines the nature and extent of gangs in America. It addresses the history of gangs, when they exist, when they are illusory, and public reactions to them. It considers variations among street gangs, and contrasts these with other extra-legal groups, including prison gangs and mafias. Attention is focused on individual-level correlates and risks associated with gang membership, group processes in gangs,

and macro-level correlates of gangs and gang behaviors. The role of the community and criminal justice system in gang prevention, intervention, and suppression is also considered.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 335, Homicide Studies, 4 credits

This course offers a global perspective on homicide with cross-cultural and international comparisons. Students analyze trends in homicide offending and victimization and predictors of lethal violence. Special emphasis is given to the profiles and motivations of serial killers and mass murderers. Homicide clearance rates, investigative techniques that enhance the probability of offender identification, gun control, and the deterrent effect of capital punishment, among others, are topics examined in this course.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 340, Comparative Criminal Justice, 4 credits

This course provides students with international perspectives on criminal justice. Through a comprehensive review of cross-national research data, students examine the features, successes and failures of various distinct criminal justice systems around the globe and use that information to evaluate the American criminal justice system. By exploring justice institutions in other parts of the world, students learn that criminal justice systems are shaped by the values, norms, customs or standards of behavior characteristic of the society in which they are found.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 344, Terrorism and Counterterrorism, 4 credits

This course explores the emergence and manifestation of terror and terrorism from a range of historical, political, sociological and cultural perspectives. It further explores the interpretation of, and response to, contemporary manifestations of terror and terrorism. Emphasizing the diverse and contested nature of terror as both concept and practice, a number of case studies are highlighted in order to explore the complex connections between order, power, authority, security and terror. The organizational form and objectives of terrorist organizations, and the range of strategies available in response to the demands and challenges posed by terror in an era of globalization are also considered.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 346, Victimology, 4 credits

This course is designed to prepare criminal justice and law enforcement students to work with victims and to understand the complexity of victim issues. This course will look at victimization from a sociological, psychological, as well as, legal perspective. Students will be exposed to current research, ethical considerations in victim response, psychological phenomena common to crime victims, legal obligations for victim service providers, and resources available to victims.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 350, Citizenship: Community Involvement, 4 credits

The purpose of this course is to educate and encourage the development of globally competent citizens and leaders. The course is designed to provide students with the knowledge, skills, and attitudes to be engaged, responsible, and effective members of a globally interdependent society. Most importantly, students will be asked to think deeply about their world (including its future, current issues, its impact on their local area, and our personal responsibility as global citizens). This course will have a service learning component.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice or Instructor's consent.

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. , Community Engagement

CJS 350I, Criminal Justice Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Students should contact the Institute for Community Engagement and Scholarship (ICES) at Metropolitan State University for more information. ** Note: this is a variable credit course with credit range of 1 - 6.

CJS 354, Restorative Justice, 4 credits

This course is designed to allow students to develop a working understanding and knowledge of Restorative Justice. Restorative Justice looks at the concept of justice through nontraditional and alternative viewpoints. Rather than focus on "what is the crime, who did the crime and what should the punishment be," Restorative Justice focuses on "who has been harmed, what was the harm and who is responsible to repair the harm." Students will examine Restorative Justice from historical, sociological, criminological and psychological perspectives. Throughout the course, a wide range of specific "restorative practices" will be studied, reviewed and analyzed. Some of the concepts the course will explore are trauma and healing, conflict transformation, issues related to juvenile justice, and alternative processes such as Victim-Offender Dialogue and the Circle Process.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent. , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

CJS 360, Diversity in Criminal Justice, 4 credits

This course provides an in-depth examination of the opportunities and challenges of providing criminal justice services in a multicultural society. The course provides students with a knowledge of the diversity that exists in communities and criminal justice agencies. It provides both theoretical and practical information to respond effectively to diversity issues. Examples of community issues include conflict resolution, crime prevention, victimization and strategies to improve relationships with the community. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Community Engagement

CJS 367, Exploring Forensic Science, 4 credits

This course will provide the student with a general overview and a better understanding of the wide range of disciplines found within the forensic sciences. Fundamental topics such as forensic anthropology, forensic entomology, forensic pathology, and forensic accounting will be discussed. In addition 'traditionally' recognized topics in forensic science such as DNA, Trace Evidence, Impression Evidence, Drugs, and Questioned Documents will be covered. The course instructor

will utilize multi-media in a lecture format, utilizing case-studies, video supplements and expert guest speakers.

CJS 370, Probation and Parole, 3 credits

This course examines both probation and parole and how each field plays an integral part in the criminal justice system. Students are given an historical background of probation, become familiar with present day policies and procedures and are introduced to treatment philosophies and future trends. Throughout the course, students also supervise a mock caseload of probationers and parolees.

CJS 375, Ethics and Professionalism in Criminal Justice, 4 credits

Examines a range of moral dilemmas which criminal justice practitioners are likely to face in their duties. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts to a given situation, recognize the relevance of moral principles and concepts, and apply their individual moral philosophy to resolving these situations in a satisfactory manner. This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice or instructor's consent.

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

CJS 377, Criminal Justice Practicum, credits

This field practicum involves the student in the day-to-day function of a criminal justice agency. It is designed to provide students with an opportunity to translate the theoretically-oriented classroom experience into practical application. ** Note: this is a variable credit course with credit range of 1 - 8. ** Note: this is a variable credit course with credit range of 1 - 8.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

Other Information: Community Engagement , Note: CJS 377 provides a way for students to earn academic credit in connection with an internship at a criminal justice organization.

CJS 387, White Collar Crime, 4 credits

This course presents an overview of white collar crime. Students explore theories of white collar crime and corporate criminal liability. The investigation, prosecution and sentencing of white-collar offenders are examined. "Crime in the suites" is compared to "crime in the streets." Issues related to diversity are explored.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 388, Crime Analysis, 4 credits

This course is intended to develop the student's skills and knowledge in the field of crime analysis. Students will become familiar with the variety of tasks and issues encountered within the public and private sectors by a crime analyst. Students will also participate in group activities to build knowledge and skills associated with the different functions of a crime analyst.

Prerequisite: CJS 101 Introduction to Criminal Justice or instructor's consent.

CJS 465, Criminal Justice Response to the Mentally Ill and Other Special Populations, 4 credits

This course will focus on how to manage special populations in the criminal justice system. The types of special populations we will focus on will include the mentally ill, the physically ill and disabled, juveniles, the elderly, women, GLBT individuals, and immigrants. We will consider both offenders and victims within each of these special populations.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

CJS 489, Criminal Justice Capstone Internship, 4 credits

With an emphasis on experiential learning, the capstone course allows students to combine an internship experience in a criminal justice setting with academic work to support career pathways, synthesize undergraduate experiences, and develop deeper understanding of criminal justice issues. During the semester, students must complete at least 160 hours of service at an internship field site. Note: With support from their academic advisors and ICES staff, students are responsible for securing their own internship opportunities and must do so one month prior to registering for CJS-489.

Prerequisite: CJS 201 Foundations in Criminal Justice , CJS 301 Research Methods in Criminal Justice

Other Information: Note: This course should be taken the semester the student graduates. Prior to registering, contact your academic advisor or the faculty member teaching the course for further information about securing an internship site.

Prerequisites: CJS 201 Foundations in Criminal Justice AND CJS 301 Research Methods in Criminal Justice. *Co-requisites:* CJS 320 Criminology and Public Policy AND CJS 360 Diversity in Criminal Justice AND CJS 375 Ethics and Professionalism in Criminal Justice.

CJS 490, Criminal Justice Capstone Research, 4 credits

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. An applied project demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field. Note: This course should be taken the semester the student graduates.

Prerequisite: CJS 201 Foundations in Criminal Justice , CJS 301 Research Methods in Criminal Justice

Other Information: Co-Requisites: CJS 320 Criminology and Public Policy AND CJS 360 Diversity in Criminal Justice AND CJS 375 Ethics and Professionalism in Criminal Justice. Note: This course should be taken the semester the student graduates.

COMM

COMM 103, Public Speaking, 3 credits

Students learn public speaking principles and techniques well enough to prepare, deliver, and evaluate informative and persuasive speeches. Videotaping and self-assessment are integral components of this class as is writing. Some speeches require students to research and critically analyze information. The six to eight class presentations include topics pertaining to the corporate world, community life, the political arena or human services. Students are expected to write well and will outline each presentation. Overlap: COMM 103P Public Speaking Proficiency Test.

MnTC (GELS): Communication Goal(01)

Other Information: Overlap: COMM 103P Public Speaking Proficiency Test.

COMM 103P, Public Speaking Proficiency Test, 3 credits

This assessment is designed for students who wish to have prior learning in public speaking evaluated. Students who participate serve as an audience for other students. Assessment covers the student's knowledge and application of the theories and techniques of preparation, presentation and evaluation of public speeches. This assessment is evaluated satisfactory/nonsatisfactory only. No other letter grade is assigned. Overlap: COMM 103 Public Speaking Proficiency Test.

Other Information: Overlap: COMM 103 Public Speaking and COMM 103T Public Speaking Theory Seminar. Call CWA Department 651-999-5940 for a course packet. Contact instructor for permission to register.

COMM 171, Desktop Computer Designing for Communication, 2 credits

This course introduces students to contemporary computer and design tools used in the communication field. The course is structured around a series of exercises that help students develop skills and understanding of word processing, presentation software, the Internet and desktop publishing.

COMM 200, Creating Change through Communication, Writing and the Arts, 3 credits

This course presents a multidisciplinary exploration of how students can exercise responsible and productive citizenship, participate in the exchange of ideas, advocate for social justice and articulate issues for the common good through communication, writing and the arts. It also presents theoretical and ethical dimensions of communication, writing and the arts. Each week a faculty member from the Communication, Writing and the Arts Department presents a lecture/ workshop on his or her area of expertise and how it may be employed to create social and cultural change. Assignments include response papers, reflective papers, film analyses, group projects, and creative projects that require critical thinking, investigation and imagining new solutions to problems.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

Other Information: Community Engagement

COMM 231, Introduction to Interpersonal Communication, 3 credits

Students learn the characteristics and process of interpersonal communication including perception, speech and language, nonverbal behaviors, listening and feedback, conflict and conflict resolution, the ethics of interpersonal communication,

relationship development and maintenance. The ability to recognize cultural similarities and differences is emphasized, as is the ability to recognize one's own communicative biases and behaviors. Evaluation is based, in part, on the ability to recognize characteristics of interpersonal communication and apply verbal and nonverbal interpersonal strategies in a wide variety of social and work situations.

Overlap: Comm 232 Interpersonal Communication Theory Seminar.

MnTC (GELS): Communication Goal(01)

Other Information: Overlap: COMM 231T Interpersonal Communication Theory Seminar

COMM 320, Individual Rights and Public Discourse, 4 credits

This course is designed to introduce students to their First Amendment rights to freedom of religion, freedom of expression, freedom of the press, freedom of assembly and freedom to petition. It will also explore citizens' corresponding responsibilities and our frequent disagreements over these rights and responsibilities. Through course assignments students will develop a greater capacity to engage in civic activities by understanding the First Amendment, being able to more fully articulate their personal view of their First Amendment rights and responsibilities, refining their research and analysis skills, and developing their expertise in oral argumentation. Note: Communication 320 is required for all public relations majors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Ethical/Civic Resp Goal(09) , Communication Goal(01)

Other Information: Community Engagement , Note: COMM 320 is required for all public relation majors.

COMM 321, Gender, Sport and Communication in the U.S., 4 credits

This course explores gender and sport from a communication perspective. The course will consider professional, amateur and youth sport through the lenses of gender and language/media. Questions addressed include: How do traditional and non-traditional constructions of femininity work toward the marginalization or empowerment of women in sport? How is masculinity expressed, embodied, and reproduced through organized sport? Do the sports media of countries outside of the U.S. construct gender differently? How do race, class and disability interact with gender in the media-saturated world of sport? Course readings and visual materials include feminist theory; historical accounts of gender and sport; and primary media sources (magazines, newspapers, TV clips, films) Student learn communication techniques

such as debating, doing oral presentations, and analyzing visual media.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Prerequisite: WRIT 131 Writing I or equivalent.

Other Information: Community Engagement

COMM 331, Intermediate Interpersonal Communication, 4 credits

Effective interpersonal communication skills are essential for students across all majors. In this course we will consider the complex, dynamic and dialectical nature of the interpersonal communication process through multiple perspectives. This course focuses on the mindset and communication skills necessary to respond to others as whole persons. The ability to recognize the influences of cultural beliefs and values on communication style is emphasized, as is the ability to recognize one's own communicative biases and behaviors. We will learn how to process conflict through several major models developed in Communication. Students also learn oral presentation techniques.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

COMM 332, Negotiation And Mediation Skills, 4 credits

This course focuses on both theoretical and practice aspects of negotiation and mediation which are applicable to both professional and personal situations. Using lecture, role play, individual and group exercises, students gain the knowledge and skills necessary to be effective negotiators and mediators. Focus will include conflict resolution styles, verbal and nonverbal communication, attentive listening skills, perception, persuasion, ethics, agreement building and power. Special emphasis will be placed on mediation as a facilitated negotiation process. This course meets all Minnesota Supreme Court requirements for certification under Rule 114 of the Minnesota General Rules of Practice. Students who complete this course will be eligible for placement on the state mediation roster as a qualified neutral.

COMM 333, Intermediate Intercultural Communication, 4 credits

Intercultural Communication has a global perspective and engages students in reflectively thinking about the growing interdependence of nations and peoples. Students develop their ability to apply a comparative perspective to cross-cultural communication episodes in interpersonal interactions. Students research topics of

interest that compare two or more cultures in some aspect of their social, economic, or political values and practices. Through field experiences, in class exercises, and readings, students learn the dynamics and skills needed to engage in respectful and sensitive communication with others whose beliefs, values, and attitudes are different than their own. Students are engaged in e-discussions with students from around the globe for 5 weeks. This requires some knowledge of D2L.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Global Perspective Goal(08)

Other Information: Community Engagement

COMM 350I, Communication Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 8.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

COMM 351, Communication in Work Groups, 4 credits

This course covers theory and practice of communication in small task-oriented groups. Communication topics include team management, models of group problem solving and decision making, leadership, building cohesiveness, resolving conflict, managing diverse views, negotiating roles, and norms. Students learn to interact productively in small task groups as members and leaders. Numerous group activities, group assignments and laboratory work require an extended class time and group meetings outside of class. Overlap: COMM 351T Communication in Work Groups Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Overlap: COMM 351T Communication in Work Groups Theory Seminar.

COMM 352, Organizational Communication, 4 credits

This course examines communication patterns and systems functioning in modern organizations in sectors such as government, nonprofit and corporate. Course simulations and topics include analysis of organizational communication models, formal and informal communication networks, external and internal communication channels, the changing shape of future organizations, mentoring, ethics, diversity, technologies, and the purpose of communication research.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

COMM 372, Health Communication, 4 credits

This course is designed to provide an understanding of the health care industry and the theory and practice of face to face and mediated forms of communication by health care administrators, managers, providers, and patients. Students will analyze both common and best practices in health care campaigns, training, public relations, patient satisfaction, patient advocacy, administration, media covering health issues, and public education. Significant focus is given to issues of race and racism, and how social constructions of race and racism affect perspectives and create disparities in health care access, communication, and outcomes experienced by different populations.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

COMM 380, Public Relations Writing, 4 credits

This class provides practical experiences in public relations writing. Focusing on written communications in major Public Relation genres. This class will incorporate a workshop approach, with emphasis on weekly assignments that are critiqued and discussed as a class. We will focus on producing clear, concise writing that is accurate, organized and targeted to specific audiences.

Other Information: Prerequisite: Enrollment limited to Professional Communication Public Relation majors only. , Community Engagement

COMM 381, Public Relations Principles, 4 credits

This course is for people who want to understand how public relations establishes relationships with various stakeholders through communication. It outlines elements of the public relations process: research and planning, setting objectives, developing strategies, implementing programs and evaluating results. Overlap: COMM 381T Public Relations Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)
Other Information: Prerequisite: Completion of Goal 1 Writing courses, or an advanced Writing course, or equivalent. Overlap: COMM 381T Public Relations Theory Seminar. , Community Engagement

COMM 385, Media Relations, 4 credits

One strategic approach for public relations practitioners is to establish relationships with key stakeholders using mass communication media. Through course projects, students explore, as well as, building partnerships with members of these media organizations with the range of media outlets available. Students also explore preparing members of these organizations to serve as media spokespersons.

Prerequisite: COMM 381 Public Relations Principles

Other Information: Community Engagement

COMM 452, Advanced Organizational Communication, 4 credits

The advanced study of organizational communication concentrates on current communication topics within organizations such as interaction within a diverse workforce, changing an organizational culture, initiating technology change, ethics and research. Students craft communication solutions and recommendations for specific organizational improvements. Students complete case studies, community-based projects, and final major research projects.

Prerequisite: COMM 352 Organizational Communication or equivalent with instructor's consent.

Other Information: Community Engagement

COMM 472, Advanced Health Communication: Campaigns, 4 credits

This course focuses on designing, implementing, and evaluating communication campaigns designed to impact the beliefs and behaviors of people with the goal of improving health outcomes. In order to prepare Health Communication professions for work on health campaigns, the course will address identifying critical health concerns, exploring the populations and sub-populations affected, determining beliefs and/or behaviors to strategically target, developing persuasive messages, selecting specific media, and evaluating the effectiveness of the health communication campaign. Different persuasion theories and approaches will be explored, and logic models will be developed for campaigns.

Prerequisite: COMM 372 Health Communication

Other Information: Prerequisites: COMM 372 OR any 300 level or higher MKTG course OR consent of instructor.

COMM 481, Advanced Public Relations, 4 credits

This course explores research methods used in effective program planning and assessment, persuasive theories and techniques used to develop campaign strategy and tactics and the legal and the ethical issues that accompany public relations both historically and in emerging issues in the field.

Prerequisite: COMM 381 Public Relations Principles

Other Information: Community Engagement

COMM 499, Topics in Communication, credits

This course rotates topics and may include such things as: presentational communication topics; storytelling as performance and persuasion; relational communication, for example nonverbal communication; and organizational communication such as organizational public relations. ** Note: this is a variable credit course with credit range of 1 - 4.

DENH

DENH 300, Designing and Managing Teams in Health Care, 3 credits

This course is an introduction to key skills and competencies required of a leader or member of a health care team. As dental hygiene professionals and other health care professionals look to future opportunities, working in collaborative teams for new markets and practice areas will be significant. The course will address how to lead, organize and manage teams, individual roles within the team, and collective problem solving methods and techniques. Whether you work in community health, sales, research or education, this course will assist you to better implement procedures and processes needed for building teams. Topics will include transformational leadership, effective teaming, communication, conflict management, and project management. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

Other Information: Prerequisites: Admission into the Baccalaureate Degree Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission of Dental Hygiene Department Director.

DENH 310, Current and Relevant Topics for the Dental Hygienist, 3 credits

This online course is designed to assist the dental hygienist in understanding current and relevant practices in oral health care. Students will study current scopes of practice in relation to providing services in the contemporary healthcare environment. A major focus is inter-professional connections with numerous health organizations in providing oral health care services that promote health equity, cultural sensitivity, health literacy, and overall patient health.

Other Information: Prerequisites: Admission into the Baccalaureate Degree Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission of Dental Hygiene Department Director.

DENH 320, Management of Oral Healthcare Delivery, 3 credits

The focus of this course is to create a deeper understanding of the dental hygienist's role in the delivery of oral healthcare. Course content weaves in optimization of the oral healthcare work environment, business planning, core public health principles, ethics, and encouraging dental hygienists to involve themselves in public health advocacy and community partnerships. This course will have a significant focus on the effects of race and racism on the delivery of oral healthcare.

Other Information: Racial Issues Graduation Requirement , Prerequisites: Admission into the Baccalaureate Degree Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission of Dental Hygiene Department Coordinator. Note: This course is web-enhanced and requires the student to be familiar with computer use and to be prepared to participate in an online class at the beginning of the semester.

DENH 330, Dental Hygiene Care for Culturally Diverse and Special Needs Populations, 3 credits

This course focuses on learning to adapt and change in emerging practice areas for dental hygienists that provide care to population groups challenged by access to oral health care. The course emphasizes dental hygiene strategies for the delivery of culturally competent care to pediatric, geriatric, medically compromised, and special needs patients. Issues on racism, poverty and health deficiencies are emphasized regarding care for vulnerable patient population groups. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

Other Information: Prerequisites: Admission into the Baccalaureate Degree

Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission of Dental Hygiene Department Coordinator. Note: This course is entirely online, requiring the student to be familiar with computer use and to be prepared to participate in an online course at the beginning of the semester.

DENH 340, Educational Concepts in Dental Hygiene, 3 credits

This course is designed to introduce the student to educational methodologies for effective instruction in dental hygiene education. Topics include an overview of dental hygiene education, teaching/learning styles, instructional methods/strategies, and use of instructional objectives, classroom assessment techniques and evaluation. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

Other Information: Prerequisite: Admission into the Baccalaureate Degree Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission by Dental Hygiene Department Coordinator. Note: This course is web-enhanced, requiring the student to be familiar with computer use and to be prepared to participate in an online course at the beginning of the semester.

DENH 410, Evidence-Based Dental Hygiene Practice, 3 credits

This course involves learning and implementing evidence-based decision making principles. The dental hygiene practitioner will value the integration of clinical expertise and available current external evidence from research. Emphasis is on strategy, methodology, and research design with clinical focus on dental hygiene standards of care, process of care, and dental hygiene diagnosis as related to clinical and community dental hygiene practice. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

Other Information: Prerequisite: Admission into the Baccalaureate Degree Completion Program (BSDH) or Dental Hygiene Post-Baccalaureate Certificate program; or by special permission by Dental Hygiene Department Coordinator. Note: This course is web-enhanced, requiring the student to be familiar with computer use and to be prepared to participate in an online course at the beginning of the semester.

DENH 420, Restorative Functions Theory and Lab, 3 credits

This course focuses on the principles, handling characteristics, placement, contouring, and adjusting of the direct restorative materials in a laboratory setting in accordance

with MN Statute, section 150A.10, subdivision 4. To become certified in restorative functions by the MN Board of Dentistry, DENH 440, Restorative Functions Clinic, must also be completed. DENH 440 is offered the semester following DENH 420.

Other Information: Prerequisites: Acceptance into the Baccalaureate Degree Completion Program (BSDH) or Post-Baccalaureate Certificate Dental Hygiene Program. Lab fees apply.

DENH 430, Dental Hygiene Capstone, 4 credits

This Capstone Course is designed to provide the student with an opportunity to apply their knowledge of a chosen professional role through an individually designed project. Students will apply into practice the knowledge and principles learned within the Dental Hygiene Bachelor of Science courses. Through implementation of both an instructor led and self-directed learning experience (contract) related to their area of interest, students will demonstrate their understanding of the expanding role of the dental hygienist in the health care system. Attention is given to health equity, to include emphasis on cultural competence, racism and health literacy.

Other Information: Prerequisites: Admitted to the Baccalaureate Degree Completion Program in Dental Hygiene or to the Post-Baccalaureate Certificate in Dental Hygiene. , Community Engagement

DENH 440, Restorative Functions Clinic, 1 credits

Course focus is on the completion of all Minnesota Board of Dentistry (MN BOD) Restorative Functions (RF) clinical requirements in contract with a MN DDS as arranged by the student. DENH 440 must be taken the semester immediately following DENH 420 for MN BOD RF certification.

Prerequisite: DENH 420 Restorative Functions Theory and Lab

Other Information: Community Engagement

DENH 499, Special Topics in Dental Hygiene, credits

. ** Note: this is a variable credit course with credit range of 1 - 4. ** Note: this is a variable credit course with credit range of 1 - 4.

Other Information: Note: Register by permission only. Contact Dental Hygiene Program Advisor for additional information.

DSCI

DSCI 420, Project Management, 4 credits

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, organization, 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 Microsoft Project software.

Prerequisite: MGMT 310 Management Principles and Practices or department consent.

Other Information: Community Engagement

DSCI 421, Project Planning and Budgeting, 4 credits

The primary focus of this course is to master project management tools and techniques. Topics covered include a review of principles of project management, project scheduling, budgeting and cost estimation, resource allocation, and information system using Microsoft Project. Use of Simulation as a tool for Earned Value Analysis (EVA) and risk assessment is also emphasized.

Prerequisite: DSCI 420 Project Management or it's equivalent.

Other Information: Community Engagement , Note: For those students without prior experience in project management, it is recommended to take DSci 420 Project Management before taking this course.

DSCI 434, Introduction to Operations Management, 4 credits

The purpose of this course is to introduce students to the fundamental concepts and techniques of production and operations management for both service and manufacturing organizations. It will address the role of operations in relation to other functions and the methods to increase organizational effectiveness and efficiency. Topics covered include: product and service design, capacity planning, design of work systems, location planning and analysis, material requirements planning, supply-chain management, enterprise resource planning, inventory management, total quality management, Six Sigma, lean enterprise and kaizen approaches, aggregate planning, just-in-time systems, scheduling, and project planning. Also included are tools and processes used in operations decisions such as forecasting, breakeven analysis, and critical path method using available software.

Prerequisite: MATH 115 College Algebra , MGMT 310 Management Principles and Practices , MIS 100 Fundamentals of Information Technology in Organizations , STAT 201 Statistics I or equivalent with instructor's consent.

Other Information: Community Engagement

DSCI 440, Supply Chain Planning and Control, 4 credits

This course addresses tools, techniques, and strategies used in service and manufacturing organizations for management and controlling internal and enterprise supply chains. Topics include demand management, forecasting, sales and operations planning, production scheduling, material requirements planning, capacity planning, just-in-time, distribution requirements planning, order-point inventory control methods, and strategic design of planning and control systems.

Prerequisite: DSCI 434 Introduction to Operations Management or Department Consent.

DSCI 444, Project Leadership and Execution, 4 credits

The primary focus of this course is to master the important knowledge areas associated with project leadership. Topics covered include project planning, customer/stakeholder relations, communications, procurement, quality control, and human resource management. This project management course will follow the internationally recognized knowledge area format recognized by the Project Management Institute. Use of an online simulation as a tool for project leadership is also emphasized.

Prerequisite: DSCI 420 Project Management , MGMT 310 Management Principles and Practices

DSCI 450, Supply Chain and Operations Management Strategy, 4 credits

This course integrates planning, design and analysis to develop a holistic view of supply chain and operations through problems, cases, research papers, readings, projects, and presentations. It requires students to describe, analyze, review and critique important design and planning features of supply chain and operations management. Student will work individually or in groups to develop a project/research paper to analyze an existing complex supply chain and operations function. Students will also explore supply chain and operations through readings, papers, guest lectures, and videos. The focus of the course is on experiential learning and critical analysis. Students will learn critical tools like optimization, models, decision trees, and network analysis.

Prerequisite: DSCI 434 Introduction to Operations Management or Department Consent.

ECON

ECON 201, Macroeconomics, 3 credits

This course focuses on the economy as a whole and studies how government can affect the economy. After starting with principles of markets, the price system and supply and demand, the course covers national income accounting, business cycles, inflation, unemployment, fiscal policy, monetary policy and the Federal Reserve System, different approaches to economic growth, and the foundations of international trade.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

Prerequisite: MATH 115 College Algebra or College Algebra competence.

ECON 202, Microeconomics, 3 credits

This course focuses on the interactions between the consumer and the producer. It begins with the theory of markets, supply and demand, and the price system. Then it covers demand elasticity, the costs of production including the various factor inputs, the four major market structures (pure competition, monopolistic competition, oligopoly and monopoly), and ways to increase the competition in markets.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

Prerequisite: MATH 115 College Algebra or College Algebra competence.

ECON 311, Economics of the Environment, 4 credits

This course explores the economic aspects of environmental issues and regulations. Current incentives to degrade or preserve the environment are presented and the impact of present policies on those incentives are established. The tools of economic analysis are used to evaluate problems and suggest solutions.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Prerequisite: ECON 202 Microeconomics or equivalent with instructor's consent.

ECON 313, Labor Economics, 4 credits

This course assesses the role of labor as a production factor in the economy, as well as the factors affecting the supply of, and demand for, labor. Topics include: determinants of labor supply and demand; analysis of labor markets; theories of wages and employment; income and wage inequality among occupations, industries and regions; the role of labor unions and collective bargaining as they affect supply and demand conditions; and the relationships among wages, inflation, unemployment and government policies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05)

Prerequisite: ECON 202 Microeconomics or equivalent with instructor's consent.

ECON 314, International and Comparative Economics, 4 credits

This course analyzes selected issues and problems in international trade and also studies how various countries approach basic economic policy questions. Topics include: the theory of comparative advantage, barriers to trade such as tariffs and quotas, exchange rates, balance of payments, organizations such as the International Monetary Fund and World Trade Organization, and an analysis of current issues in American trade policy. The course concludes with an analysis of the economic policies of major trading partners: Japan, China and the European Union with some attention to other capitalist and noncapitalist economies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics or equivalent with instructor's consent.

ECON 315, Economics of Diversity, 4 credits

This course uses various techniques to examine issues and problems relevant to the themes of race, ethnicity, gender, preference and class. Topics include: how race, ethnicity and gender arise in economics and how they relate to the labor market; the impact of national economic policies on diverse groups; the economics of discrimination; and questions related to domestic partner issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: ECON 202 Microeconomics

ECON 316, Health Economics, 4 credits

This course applies microeconomics principles to the health care services field. The role of consumer choice and firm behavior are examined in the markets for health insurance and health care. An understanding of the role of public and private financing and delivery systems is developed. The tools and techniques of economics are employed to facilitate policy, analytic and management decisions in the health care field.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05)

Prerequisite: ECON 202 Microeconomics

ECON 351, Intermediate Macroeconomics, 4 credits

Topics covered in this course include: measuring economic performance; the determination of income and expenditures; the role of government in influencing general equilibrium and economic fluctuations; the development of stabilization policies; and the operations of financial markets. The analytical approaches are more advanced than those in ECON 201 Macroeconomics.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics , MATH 210 Calculus I

ECON 352, Intermediate Microeconomics, 4 credits

This course covers the analysis of consumption behavior and demand using the theory of utility and indifference, the theory of production and costs, and analysis of the firm and industries under the four market structures. Factor pricing and general equilibrium using comparative static analysis techniques are also covered. Selected topics include: market failure, price ceilings and floors under different market structures, subsidies, regulations, price discrimination, and consumer and producer surplus.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics , MATH 210 Calculus I

ECON 420, Money, Banking and Financial Institutions, 4 credits

This course is designed for business and economics students interested in acquiring a broader view of the financial system and its markets. The material is divided into three sections: historical, theoretical and institutional. The historical section covers the evolution of money, money creation, inflation, the economy, and the development of banking. The theoretical part covers methods to trace the impact of money on the economy including classical, Keynesian, monetarist and rational expectation approaches. The institutional portion deals with financial intermediaries and financial instruments.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal

Studies Elect. Goal(EL)

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics or equivalent with instructor's consent.

ECON 496, Managerial Economics, 4 credits

This course focuses on the application of economic analysis to enterprise decision making. The basic topics include analyses 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.

Prerequisite: ECON 202 Microeconomics , STAT 201 Statistics I

ECON 497, Economic Research and Forecasting, 4 credits

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, time series and simulations. Students work on a major project during the course.

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics , MATH 210 Calculus I , STAT 201 Statistics I

Other Information: Note: Formerly ECON 597 Economic Research and Forecasting

EDU

EDU 001, UTP Information, 0 credits

Access on-line via D2L important information about the Urban Teacher Program (UTP) needed from program admission through program completion and licensure. Information includes a link to the UTP Student Handbook; news, events, and opportunities for UTP students; opportunities to ask questions, participate in on-line discussions, and provide feedback about the UTP; and dropboxes to submit required forms.

Other Information: Note: This non-credit, no-fee, online D2L resource for information about Urban Teacher Program requirements, handbooks and opportunities only requires one-time registration while a student at Metropolitan State. For directions to self register go to https://metrostate.ims.mnscu.edu/shared/UTP_selfregister.pdf

EDU 200, Introduction to Urban Education and Reflective Teaching, 3 credits

This course provides an introduction to urban learners, urban teaching, and urban school systems using case studies and first-person accounts of teaching and learning in an urban environment. Current issues facing urban P-12 students, teachers, schools, districts, and communities will be discussed. Society's responsibility to urban schools will be examined along with the roles that teachers and schools play in increasing student achievement and leading school improvement. Key concepts of the Urban Teacher Program will be introduced including the importance of high expectations, student and teacher resiliency, educational equity, using the community as a resource, and reflection. Various perspectives and dimensions of the achievement gap will be examined, including causes due to discrimination and perspectives on what constitutes high educational achievement for culturally and linguistically diverse youth. Students in this course are expected to explore and express their own experiences, assumptions, beliefs, motivations, and commitments related to teaching and learning in the urban environment. Various types of teacher reflection will be introduced as important means for continual professional growth to meet the needs of urban learners. Clinical field experience hours are part of the course requirements.

Other Information: Community Engagement , Fee: \$105 Taskstream subscription.

Note: This course is required for admission to the Urban Teacher Program. Clinical field experience hours are part of the course requirements.

EDU 203, Multicultural Education, 3 credits

This course introduces prospective urban teacher candidates to core concepts and approaches of multicultural education including issues related to student, family and community diversity based on race, culture, language, class, gender, sexual orientation and disability. Issues of oppression, privilege and equity in relation to schools and society are also addressed as students use their life experiences as a multicultural reference point to begin to understand the life experiences of the diverse students who attend urban public schools. Emphasis is placed on demonstrating the multicultural competence required of all successful teachers working with diverse urban youth. Clinical field experience hours are part of the course requirements.

Other Information: Community Engagement , Note: This course is required for admission to the Urban Teacher Program. Clinical field experience hours are part of the course requirements.

EDU 300, Assessment of Learning and Teaching in Urban Grades 5-12, 3 credits

This course focuses on assessment as a learning tool to guide the planning, development and implementation of curriculum and instruction. Theories and research related to principles of learning, motivation and multiple intelligences are explored.

Practical experience designing short- and long-term learning outcomes and various types of assessment is offered. 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 are also explored. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 306, Urban Middle School and High School Methods, 4 credits

This course focuses on common methods of differentiating instruction for urban middle school and high school classrooms. Teacher candidates begin learning 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 gain awareness of current trends 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.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Corequisite: EDU 311 Urban Teaching Practicum and Seminar

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 310, Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms, 3 credits

This course is an overview of the role of subject area teachers in assessing, accommodating, and supporting the education of diverse students with disabilities and other special needs in urban grades 5-12 classrooms. 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.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 311, Urban Teaching Practicum and Seminar, credits

This practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 40 hours practical clinical experience working with diverse youth in an urban middle school or high school. Most of the field experience hours will be determined by field-based assignments required in other Education courses. Included with these experiences, urban teacher candidates practice using diagnostic assessment to guide their instructional planning of at least three lessons for a small group of 1-5 students needing help to improve their reading or mathematics literacy. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for future clinical field experiences including student teaching. Co-requisites: EDU 306, OR EDU 606, OR EDU 323, OR EDU 481. ** Note: this is a variable credit course with credit range of 0 - 1.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education , EDU 600 Principles of Urban Education

Corequisite: EDU 306 Urban Middle School and High School Methods

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements. Students may register for either 0 or 1 credit depending on personal circumstances; but the practicum requirements are the same. Placements are made or

approved by the Urban Teacher Program Director of Field Experiences. Participation in three reflective seminars with other students is also required for this course. , Community Engagement

EDU 321, Urban Infant-Toddler Curriculum and Practicum, 4 credits

Developmentally appropriate curriculum, materials, and environmental design for infants and toddlers are the focus of this course. Students will review infant and toddler development and connect development to the practices used to design programs for infants and toddlers in urban early childhood settings. The importance of integrating the values, language, and cultural practices of the child's family into the daily curriculum will be a topic. The course will focus on strategies for communication with urban families and the current issues around infant and toddler care. Students will consider the appropriate practices for a program serving infants and toddlers in a diverse urban community. This course requires a practicum designed to provide urban field experiences for students to practice meeting the individual developmental needs of infants and toddlers. Using the basic strategies and techniques of child study, the student will learn to critically observe and assess the general developmental levels and learning needs of two urban children (one infant and one toddler) and report their findings. The student will spend at least five hours observing and minimally interacting with each of the two children in a diverse urban setting, using knowledge gained from textbook readings and class discussion.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements. , Community Engagement

EDU 323, Urban Pre-K and Kindergarten Curriculum and Practicum, 4 credits

This course will review the development of children ages three to five, and connect development to the practices used to design appropriate learning experiences for pre-kindergarten and kindergarten children in urban settings. Students will learn curriculum and instructional strategies which integrate development, skills and content knowledge in individualized, culturally respectful manners. As prospective urban teachers, students in this course will be introduced to the concepts and criteria for determining school readiness as well as learning the rationale and strategies for developmentally appropriate guidance. This course will help students develop holistic,

child centered approaches to pre-kindergarten and kindergarten curricula. Students also complete a field experience practicum in an urban pre-kindergarten or kindergarten settings to integrate knowledge gained in class with experiences working with urban three to five year-olds.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Early Childhood Education students are strongly recommended to take EDU 321 Urban Infant-Toddler Curriculum and Practicum before taking this course. Clinical field experience hours are part of the course requirements.

EDU 325, Emergent Literacy in Urban Early Childhood Education, 2 credits

This course will cover the normal development of skills and understandings necessary for a young child to learn to read and write. The individual nature of readiness and the differences in children's approaches to learning to read and write will be a focus of the course. The instructional strategies and materials that constitute a developmentally and culturally appropriate reading and language arts program for young urban children will be presented and used in practice sessions. The important role of multicultural literature in an emergent literacy curriculum for diverse urban children from a variety of backgrounds, experiences, and families will be emphasized. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 330, Teaching Children's Literature in Urban Grades K-6, 3 credits

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can analyze and select high quality and developmentally appropriate literature for children. Student will develop skills needed to guide children's selection of books, understand how to use literature with children, design age appropriate lessons and activities to stimulate and extend children's literary experiences and reading enjoyment throughout the elementary curriculum for

economically, academically, culturally, racially and linguistically diverse children. Session topics will focus on student motivation, classroom organization , and teaching with children's literature. Central to all topics is the use /inclusion of literature that is multicultural/multiethnic.

Other Information: Community Engagement

EDU 331, Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6, 3 credits

The spectrum of physical and motor development of children from conception to age 8 will be covered in this course. Students will also be introduced to foundations of good nutrition and health maintenance for young children. There will be opportunities to develop nutritional plans for yearly childhood programs that respect cultural and religious diversity. Students will consider health policies for schools and child care centers as well as assess and plan large and small motor activities for groups and individual children. The effects of drugs will be addressed, from the prenatal period through the use of medication to treat behavior and emotional conditions in early childhood.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 333, Assessment of Learning in Urban Grades K-6, 3 credits

Students will learn to use formal and informal assessment and evaluation strategies to plan and individualize curriculum and instructional practices in diverse, urban Early Childhood and Elementary classrooms. The foundations of assessment theory and practice will be presented, including the integration of performance standards for grades K-6, standardized testing requirements, and developmentally appropriate practice for diverse learning needs in urban settings. Students will have opportunities to develop and practice authentic assessment tools and strategies with the goal of using assessment to guide instruction. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department

approval required to register. Clinical field experience hours are part of the course requirements. , Community Engagement

EDU 341, The Child and the Family in an Urban Setting, 3 credits

Theories and realities of diverse family structure and function will be the foundation of this course. The students will examine the unique roles of parents, family, and community in the lives of children who live in urban settings with particular focus on the racial, cultural and ethnic groups that reside in the metropolitan Twin Cities. Opportunities will be available for students to compare their own life and family experiences to those of children living in today's urban communities through primary research experiences. The role of the urban teacher in effectively working with diverse urban families, and strategies for building effective home-school partnerships will be discussed. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements. , Community Engagement

EDU 345, Integrated Classroom Management Methods in Urban Grades K-6, 3 credits

This course addresses current research on the correlation between classroom management and academic achievement. The student will explore multiple methods and strategies for integrating effective classroom management approaches and developing learning communities in urban K-6 classrooms.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 361, The Arts in Early Childhood and Elementary Education, 3 credits

This course will provide the prospective teacher with opportunities to plan and implement developmentally and culturally appropriate activities in the arts for young urban children. The students in this course will be introduced to the basic theories of

teaching the visual arts, creative movement, music and creative dramatics within a developmental program for young children. Integration of the arts into the regular daily curriculum of urban early childhood settings will be a major focus of this course. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 383, Information Technology for K-12 Education, 2 credits

This course is an introduction to the use of information technology (IT) devices and applications to promote teaching and learning in k-12 educational settings for students with and without disabilities. Teacher candidates will learn primary tools and software applications to promote teacher productivity and integration of IT to promote curriculum, instruction, assessment, and family/educator communication. In addition to instruction and productivity for k-12 general education settings, the course will include introduction to accessibility issues and the "digital divide" that impact urban learners and educators. Students in this course will demonstrate their competence using technology by developing an electronic, standards-based portfolio.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Prerequisite: Intermediate computer /Internet skills (e-mail, word processing, Internet navigation) and activated D2L, e-mail account with the university. Note: Program Admission or Departmental Approval required to register.

EDU 400, Literacy Education in Urban Schools, 3 credits

This course examines the many aspects of literacy which arise in urban secondary classrooms. Through course readings, presentations, discussions, and applied written and oral exercises, students explore ways to teach a variety of materials to diverse middle and high school students whose reading and developmental levels vary widely. Students explore techniques of how to encourage learners both to engage with reading and writing and to assume responsibility for literacy learning. Through instructional techniques and integrated learning models which focus on various content areas, the information learned in this course prepares the teachers to assist struggling readers and writers. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Note: Students are required to have completed at least 12 credits in the teaching major-Math, Life Science, Social Studies or English. Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements. , Community Engagement

EDU 415, Managing Learning in Diverse Urban 5-12 Classrooms, 3 credits

This course is based on current 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 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.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 430, Historical and Cultural Foundations of Urban Education, 3 credits

This course explores historical, cultural, and sociological foundations of urban education in the United States. 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 deculturalization 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 are explored as students develop critical awareness of issues to further develop their own philosophies of urban education. The community is a resource for cross-cultural inquiry and learning about the educational strengths and challenges faced by diverse groups living in urban areas. Students gain understanding of the contributions and lifestyles of various racial and ethnic groups in our society, including Minnesota-based American Indians. Field experience hours are part of the course requirements. Significant focus is given to issues of race and racism.

Other Information: Racial Issues Graduation Requirement , Note: Sections restricted to students admitted to the Urban Teacher Program (UTP) have prerequisites, and UTP students are advised to complete this course in their senior year. , Community Engagement

EDU 435, Teaching and Assessing English Language Learners, 3 credits

This course includes an examination of the process of second language acquisition and strategies for teaching English Language Learners (ELL) subject matter content in urban K-12 classrooms. Prospective 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: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 450, Advanced Urban Teaching Practicum and Seminar, credits

This advanced pre-student teaching practicum is designed to give urban teacher candidates the opportunity to document and reflect upon at least 60 hours practical clinical experience in an urban middle school or high school classroom within their subject area of licensure. Requirements include teaching at least 3 lessons in their

licensure area to a whole class of students, but most of the clinical field experience hours and active classroom involvement will be determined by field-based assignments required in other Education courses and the cooperating urban school teacher hosting the practicum. Successful completion of this practicum is a prerequisite for student teaching. Requirements include attendance and participation in periodic seminars to help prospective urban teacher candidates reflect upon their field experiences, and prepare for student teaching. ** Note: this is a variable credit course with credit range of 0 - 1.

Prerequisite: EDU 311 Urban Teaching Practicum and Seminar

Other Information: Community Engagement , Note: Admission to the Urban Teacher Program required to register. Co-requisites: For Secondary Education majors depending on the licensure area a required content methods course i.e., LAED, MAED, SCED or SSED is to be taken concurrent with EDU 450. For Elementary and Early Childhood Education majors, EDU 487 Methods of Teaching Reading in Urban Grades K-6 is to be taken concurrently with EDU 450.

EDU 451, Immigrants and Refugees in Urban Schools, 3 credits

This course examines the experience of students in grades K to 12 who are immigrants or refugees (or their relatives) living in urban communities, particularly within the Twin Cities. The historical and contemporary push and/or pull factors that contributed to families from various countries and cultures recently coming to the United States will be examined. Important similarities and differences between the experiences and status of immigrants and refugees will also be studied. Particular challenges encountered within the U.S. will be explored, as well as examples of resiliency, achievement, and community resources. Students will gain the understanding of different cultural practices; benefits of bilingual education; how the larger community and the socio-cultural framework shape communication with parents; and how the urban environment conditions may influence learning. Critical issues in urban multilingual immigrant and refugee communities will be discussed. *MnTC (GELS):* Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

EDU 452, Theories and Methods of Language Learning, 3 credits

This course starts with the fundamentals of the first and second language acquisition, and differences between child, adolescent, and adult language acquisition. Students will learn and demonstrate strategies to develop skills in listening, speaking, reading, and writing across the K-12 curriculum. Other topics are: differences between literacy

development in the first language and the second language and implications for teaching English learners; and communication techniques that enhance student learning. Students will become familiar with a variety of methods, approaches, techniques, and programs; and will investigate issues related to the full inclusion of English learners in the school setting; and that both language learning and subject matter learning are essential to student success. The teaching of reading and writing across the curriculum will be emphasized, as well as the use of technology. Urban field experience in grades K-12 is part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education , LING 316 The Nature of Language or by departmental approval.

EDU 460, Student Teaching in the Urban Middle School (grades 5-8), 8 credits

Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 5-8 for teacher candidates seeking 5-12 licensure. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

Prerequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar

Other Information: Fee: \$275 for required edTPA submission. Note: Application and approval required to student teach. Placement 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. , Community Engagement

EDU 470, Student Teaching in the Urban High School (grades 9-12), 8 credits

Supervised student teaching for 12 weeks, full-time or the equivalent with students in urban grades 9-12 for teacher candidates seeking 5-12 licensure. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required.

Prerequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar

Other Information: Community Engagement , Fee: \$275 for required edTPA submission. Note: Application and approval are required to student teach. Placement 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.

EDU 475, Student Teaching in the Urban Infant-Toddler Classroom, credits

Supervised student teaching with children ages 0-3 within an urban child care center for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required. **

Note: this is a variable credit course with credit range of 2 - 9.

Prerequisite: EDU 321 Urban Infant-Toddler Curriculum and Practicum and completion of at least 60 credits required for the degree/licensure program, and admission to student teaching.

Other Information: Note: Application and approval are required to student teach. Placements are made by arrangement with UTP Field Experience Coordinator in urban classrooms and are typically Monday through Friday during the school day. A total of 15 weeks (9 credits) is required for completion of the ECE licensure programs. , Community Engagement

EDU 481, Urban Grades 1-6 Curriculum and Practicum, 4 credits

This course will review development of children grades 1-6 and connect development to the practices used to design programs for grade 1-6 children in urban classrooms. Urban teacher candidates will learn appropriate curriculum and instructional strategies for the presentation of a program which integrates development, skills, and content knowledge in individualized, culturally respectful manners for diverse urban learners. Prospective urban teachers will develop learning plans for grades 1-6 language arts, mathematics, social studies and science and have opportunities to assess their plans as part of a holistic, child-centered curriculum. The rationale and strategies for developmentally appropriate guidance will also be learned. Clinical field experience hours are part of the course requirements.

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements. , Community Engagement

EDU 483, Foundations of Teaching Reading in Urban Grades K-6, 3 credits

This course explores the fundamentals of reading instruction. The course provides Early Childhood and pre service k-6 teachers with knowledge of the foundations of the reading and writing process, strategies and curriculum materials to support reading and writing instruction, assessment tools and practices to plan and evaluate effective reading instruction, and create a literate environment that fosters reading and writing.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education

Other Information: Community Engagement

EDU 484, Teaching and Assessing Children with Disabilities Birth-Grade 6, 3 credits

This course is designed to prepare prospective early childhood education and elementary teachers to teach and assess young children with disabilities in urban settings. Teacher candidates are introduced to the nature and type of young children with disabilities in the context of urban schools. Formal and informal assessment strategies are addressed as well as strategies for integrating children with disabilities into the early childhood and elementary classroom. Specific areas of focus include the nature of disabilities among culturally and linguistically diverse exceptional learners, instructional individualization, and communication with parents. Issues discussed include funding, professional ethics, and legal implications for professionals, students, and family. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 200 Introduction to Urban Education and Reflective Teaching , EDU 203 Multicultural Education , EDU 333 Assessment of Learning in Urban Grades K-6

Other Information: Community Engagement , Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 485, Student Teaching in the Urban PreK-Kindergarten Classroom, credits

Supervised student teaching with children ages 3-5 within an urban preschool and kindergarten classrooms required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a

standards-based portfolio are also required. ** Note: this is a variable credit course with credit range of 2 - 9.

Prerequisite: EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum and completion of at least 60 credits required for the degree/licensure program, and admission to student teaching.

Other Information: Community Engagement , Fee: \$275 for required edTPA submission. Note: Application and approval are required to student teach. Placements are made by arrangement with UTP Field Experience Coordinator in urban classrooms and are typically Monday through Friday during the school day. A total of 15 weeks (9 credits) is required for completion of the ECE licensure programs.

EDU 486, Teaching Math and Science In Urban Grades 1-3, 4 credits

This course will focus on strategies to excite and extend math and science experiences for primary age children. Students will review developmentally appropriate mathematics and science pedagogy and connect development to the practices used to design appropriate programs for primary age children in urban early childhood settings. Students will consider the appropriate practices for a program serving primary age children in a diverse urban community. Field experience hours in urban primary grades classrooms are part of the course requirements.

Prerequisite: EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum and completion of university GELS requirements for math and science goal areas.

Other Information: Note: Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

EDU 487, Methods of Teaching Reading in Urban Grades K-6, 3 credits

This course presents an in-depth study of the predominant current philosophies and methodologies of Early Childhood and Elementary reading instruction. Emphasis will be placed on the critical elements in literacy development. These elements are: phonemic awareness, phonic instruction, vocabulary development, fluency, and comprehension. Current organizational procedures and foundations of reading instruction will be presented. Special consideration is given to effective practices and adapting instruction for culturally and linguistically diverse students.

Prerequisite: EDU 483 Foundations of Teaching Reading in Urban Grades K-6

Other Information: Community Engagement

EDU 490, Student Teaching in the Urban Primary Grades 1-3, credits

Supervised student teaching with children in urban primary grades (1-3) classrooms for required for teacher candidates seeking early childhood licensure (Birth-Grade 3). Placement is for a minimum of three full-time weeks (2 credits) in combination with other student teaching placements to a maximum of fifteen full-time weeks (9 credits) in a single placement depending on the teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based portfolio are also required. ** Note: this is a variable credit course with credit range of 2 - 9.

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 during the school day. A total of 15 weeks (9 credits) is required for completion of the ECE licensure programs. , Community Engagement

EDU 495, Student Teaching in the Urban Elementary School K-6, 8 credits

Required culminating clinical field experience with children and a cooperating classroom teacher in an urban elementary grades (K-6) classroom for urban teacher candidates seeking elementary education licensure. Placement is for a minimum of twelve full-time weeks based on teacher candidate's Individualized Student Teaching Plan that is developed with and approved by the teacher candidate's advisor and the Field Experience Coordinator the semester prior to student teaching. Weekly reflections, periodic seminars with other student teachers, and the development of a standards-based e-portfolio are also required.

Other Information: Community Engagement , Fee: \$275 for required edTPA submission. Note: Application and approval are 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

ENTR 300, Interdisciplinary Business Skills and Knowledge for Non-Business Majors, 4 credits

Interdisciplinary Business Knowledge and Skills for Non-Business Majors is designed to provide broad coverage of major business concepts in finance, marketing, accounting, and management and deep coverage of specific skills and knowledge needed as a foundation for applying that knowledge to opportunities in existing or new businesses. Students will learn how to research data within the Metropolitan State library databases to augment their knowledge and skills to evaluate opportunities and existing organizations. The students will be asked to enhance their analytical thinking by asking pertinent questions, determining relevant information, and systematically developing and applying the business processes to make decisions.

Other Information: Prerequisites: A grade of C- or higher in MATH 98 or MATH 102, or placement at MATH 115 College Algebra on the mathematics assessment test offered by the Placement Assessment Office. Note: This course is designed for non-business majors as a prerequisite for Entrepreneurship courses. It has similar content with MGMT 310, MKTG 300, and ACCT 210 and does not count as an elective toward any of the business majors.

ENTR 400, Entrepreneurial Mindset in a Diverse World, 4 credits

Entrepreneurship Mindset in a Diverse World provides students with an overall understanding of entrepreneurship while developing the mindset for thinking creatively, solving problems, and discovering opportunities. Students build competencies to recognize and apply innovative strategies and processes in start-up ventures and existing organizations, as well as barriers to creativity and challenges specific to groups of individuals based on gender, ethnicity, or social background. Strong emphasis is placed on understanding diverse organizational cultures and thinking outside the structured environment while dealing with real world applications. The course exposes students to concepts and principles engaged in mind mapping, adaptability, and personal assessment and self-reflection. This class can benefit students greatly in how to think and act from an entrepreneurial viewpoint which is useful for any career choice.

Prerequisite: ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors , MGMT 310 Management Principles and Practices

ENTR 490, Entrepreneurship and Venture Creation, 4 credits

This course prepares students to start, manage and grow a new business venture. A business idea will be evaluated, as well as the process to transform the idea in a new business. Different aspects of managing and growing a new business will be

examined, assisting students to make educated decisions to solidify the business.

Prerequisite: FIN 390 Principles of Finance , MGMT 310 Management Principles and Practices , MKTG 300 Marketing Principles , ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors

Other Information: Note: Course is a requirement for the Entrepreneurship and Innovation Major and Minor, a major elective for Business Administration, and can be taken as the capstone for Organizational Administration.

ENTR 491, Technology Management for Entrepreneurs, 2 credits

Entrepreneurs confront many challenges. Often they want merely to focus on their core business. Managing technology cost effectively to support an enterprise at start up and as it grows requires expertise that could detract from other entrepreneurial pursuits. This course is designed to help jump start the process of selecting and maintaining technology during the stages of starting and running a business.

Other Information: Note: Recommended course to be taken before this course: ENTR 490 Challenges and Choices in Entrepreneurship. This course was previously ENTR 352.

ENTR 493, Finance for Entrepreneurs, 2 credits

This course blends financial theory and current industry trends and practices to instruct students on various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government, and commercial banks. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy. Course format includes: case analysis, writing a financial plan, and readings.

Prerequisite: ACCT 210 Financial Accounting , ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors

Other Information: Note: Recommended course to be taken before this course: ENTR 490 Challenges and Choices in Entrepreneurship. This course was previously ENTR 353.

ENTR 494, Entrepreneurship and Law, 2 credits

The course covers common legal and human resources issues encountered by business owners in starting, growing, and exiting a business, including the choice of entity, financing, contracts, employment, intellectual property, potential areas of liability, and methods of sale of business.

Other Information: Recommended course to be taken before this course: ENTR 490 Challenges and Choices in Entrepreneurship. Note: This course was previously ENTR 354. Students must have writing skills at an intermediate level or higher. This course is appropriate for students at a junior level or above who have an existing business or are interested in starting their own business. Major elective for Business Administration and Management majors.

ENTR 496, Writing a Marketing Plan, 2 credits

This course focuses on the process of marketing plan preparation by having the students create an actual marketing plan for an individual product or service offering, a product line, or a business unit of a company. Topics include environmental scanning, SWOT analysis, market positioning of the offering, pricing, break-even analysis, sales forecasting, product placement, and promoting the offering.

Prerequisite: MKTG 300 Marketing Principles , ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors

Other Information: Note: Recommended course to be taken before this course: ENTR 490 Challenges and Choices in Entrepreneurship. This course was previously ENTR 356.

ENTR 497, Writing a Business Plan, 2 credits

Writing a Business Plan provides students with practical knowledge and skills needed to write a business plan for a new business idea. Students will be able to deepen their understanding of the steps to creating a business and determine the resources needed to minimize risk and enhance the probability of creating a successful and sustainable business. Students have the opportunity to develop analytical/critical thinking and research skills through the completion of a business plan for their own business idea.

Prerequisite: ENTR 400 Entrepreneurial Mindset in a Diverse World , ENTR 490 Entrepreneurship and Venture Creation

ESCI

ESCI 305, Earth's Climate, Past and Future, 4 credits

A fundamental question surrounds discussion of the current evidence for recent global climate change: to what extent is climate variation a normal feature of earth-system history? Through a series of investigations using data from a variety of climate archives, this course develops the history of earth's climate on a range of time scales. We will investigate the scientific data used in recognition of multiple controls on

climate, including long- and short-term patterns in solar output, plate tectonic and ocean circulation patterns, variations in earth's orbit, ocean oscillations, ice sheet dynamics, and biogeochemical cycles. Having established this background knowledge, students in this course will be well-equipped to analyze the evidence for human-caused climate change. Although this course is intended primarily for non-scientists, it builds on established quantitative skills and basic scientific knowledge of earth systems.

Prerequisite: MATH 115 College Algebra , CHEM 107 Chemistry, Society and the Environment , MATH 115 College Algebra , MATH 115 College Algebra , GEOL 110 Introduction to Earth Sciences , MATH 115 College Algebra , GEOL 118 Environmental Geology , MATH 115 College Algebra , MATH 115 College Algebra , NSCI 201 Minnesota Ecology and Conservation Biology , MATH 115 College Algebra , NSCI 204 Environmental Science , MATH 115 College Algebra , PHYS 107 Energy and the Environment , MATH 115 College Algebra , PHYS 110 Introduction to Physics , MATH 115 College Algebra , PHYS 111 General Physics I - Algebra Based or instructor permission.

Other Information: Note: First day attendance required except by instructor permission.

ESCI 315, Limnology, 5 credits

This course covers the biology, chemistry and physics of aquatic habitats with an emphasis on the ecology of lakes in Minnesota. The content and methods of modern limnological research are emphasized. Labs focus on field and lab investigation of water bodies in the metropolitan area. Most of the weekly labs take place outdoors. Intended for biology and life sciences teaching majors and other qualified students.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10)

Prerequisite: BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 115 College Algebra , STAT 201 Statistics I , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 208 Applied Calculus , BIOL 111 General Biology I , BIOL 112 General Biology II , CHEM 111 General Chemistry I , CHEM 112 General Chemistry II , MATH 210 Calculus I

Other Information: Community Engagement , Note: Enrollment limited to Biology and Life Science Teaching majors only, except by instructor permission. First day attendance required except by instructor permission. Overlap BIOL 315 Limnology.

ESCI 489, Senior Research in Environmental Science, credits

This course provides students with laboratory or field research experience under the supervision of a resident science faculty member. Students must complete a research proposal and it must be approved by the instructor before registering for the course. Prior successful completion of an upper division course with the instructor is generally required. Intended for Environmental Science majors in their senior year. **

Note: this is a variable credit course with credit range of 1 - 5.

Prerequisite: MATH 115 College Algebra , PHYS 110 Introduction to Physics

Other Information: Note: Instructor's permission required.

ETHS

ETHS 100, Introduction to Ethnic Studies, 4 credits

This course is designed to look at the origin, development and mission of ethnic studies within the context of higher education in the United States. It provides an introduction to the history of racial/ethnic and cultural communities and race relations. In addition, students study the structure and purpose of U.S. higher education and its relations to ethnic communities.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

ETHS 200, Theories of Race, Ethnicity and Culture, 4 credits

This course examines the conceptual development of race, ethnicity and culture from a variety of perspectives, including the development of ideas about race, the relationship between race and ethnicity, notions of culture and cultural authenticity, racism, white supremacy and inequality, and critical approaches to these concepts. Significant focus is given to issues of race and racism.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Community Engagement

ETHS 232, American Indians in Minnesota, 2 credits

This course provides a context and a baseline for knowledge about Minnesota American Indian urban, rural and reservation communities. The course includes an overview of both the past and present experiences, struggles, and issues and the intersections of the past and the present in Minnesota American Indian communities. Students will have an opportunity to complete a community-based project as part of the requirements for this course. Significant focus is given to issues of race and

racism.

MnTC (GELS): Human Diversity Goal(07)

Other Information: Community Engagement , Racial Issues Graduation Requirement

ETHS 244, African Americans in Minnesota, 2 credits

This course provides a context and a baseline for knowledge about Minnesota African American communities. This course includes an overview of the past and present experiences, struggles, and issues and the intersections of the past and the present in Minnesota African American communities. Students will have an opportunity to complete a community-based project as part of the requirements for this course.

MnTC (GELS): Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Community Engagement

ETHS 250, Latino/Hispanic Cultural Competency: Introductory Concepts, 4 credits

This class introduces students to the primary social, historical, cultural, and political dimensions, issues and debates of Latinos/Hispanics in the United States, including race, ethnicity, immigration, assimilation, language politics, education, varied aspects of public policy, and popular culture. This introductory concepts course is relevant to students thinking of careers in the helping professions, law enforcement, business, finance, marketing, and the humanities and social sciences, in developing Latino/Hispanic cultural competency. Significant focus is given to issues of race and racism.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Community Engagement

ETHS 252, Latinas/os in Minnesota, 2 credits

This course studies the history and experience of Chicanos and Latinos in Minnesota, including the origins of the Chicano/Latino community, social and political histories, and contemporary issues affecting Chicanos and Latinos in Minnesota. Focuses include immigration to the state; agricultural and urban labor history and settlement patterns; contemporary immigrations streams; race, racism, and xenophobia; and the development of community organizations focused on Latino issues. Significant focus is given to issues of race and racism.

MnTC (GELS): Human Diversity Goal(07)

Other Information: Community Engagement , Racial Issues Graduation Requirement

ETHS 262, Asian Americans in Minnesota, 2 credits

This course provides the historical and contemporary perspectives of Asian Americans in Minnesota from the late 1800s to the present. The historical overview includes immigration and refugee experiences. The contemporary component includes demographics, struggles, conflicts and opportunities of Asian Americans in the state.

MnTC (GELS): Human Diversity Goal(07)

Other Information: Community Engagement

ETHS 270, Global Blackness, 4 credits

This global, cross-cultural survey course introduces students to a range of texts produced by and about black subjects that link transnational black communities. Students will learn about the legacy of European expansion and empire-building, the impact of the transatlantic slave trade in the New World, and the contemporary diversity of black cultural identities, politics, and expressions born from these conditions. Students will also analyze the lived experiences of immigrants as they negotiate citizenship, belonging, conflict, and representation as new blacks in societies where systems of domination and oppression exist as part of everyday life.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Other Information: Racial Issues Graduation Requirement

ETHS 302, Immigrant Communities and the Trajectories of Othering, 4 credits

This course takes a systematic and historic look at immigration as an American national mythos and examines how immigration intersects with race and racial difference, and has affected the development of Black, Asian, Latino and Indigenous cultures and communities within the United States. Topics include immigration histories and experiences, critical conceptions of race, ethnicity, and migration, assimilation and acculturation processes, and social, cultural, and policy responses to migration. Significant focus is given to issues of race and racism

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Community Engagement , Racial Issues Graduation Requirement

ETHS 304, Environmental Justice and Public Policy, 4 credits

This class focuses on the history and background of the social and environmental issues confronting racial and ethnic communities in the United States. Students learn about the practice and politics of ecological inequality, community initiatives which have developed to combat such inequality, and how environmental justice has emerged as a viable and powerful political movement. This course is useful to students interested in environment and public policy as well as racial and ethnic studies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Other Information: Community Engagement , Racial Issues Graduation Requirement

ETHS 305, Major Issues in U.S. Race Relations, 4 credits

Will race matter in this millennium? This course explores major issues currently impacting race relations in the United States, such as affirmative action, immigrant education, employment, housing, health and welfare, and so on. This course takes historical and interdisciplinary approaches to help students understand the interrelationship between social structure, public policies, race and ethnicity. Videos and movies are shown as part of class discussion on these issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Community Engagement

ETHS 306, Politics of Mixed Racial Identity, 4 credits

This course focuses on the phenomenon of mixed race descent in the United States. For comparative purposes, the course also explores the topic in relation to other nations. Included in the course are historical perspectives, and exploration of the psychology, sociology and literature associated with mixed race descent.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Community Engagement

ETHS 309, Race and Public Policy, 4 credits

This course will examine public policy and its impact on historically and politically disenfranchised communities of color in America, by first understanding public policy as an emerging practice that when juxtaposed with historically emergent notions of "race" in America, offers us a more complete vista of what public policy means (both explicitly and implicitly), and how that policy comes to function (both in the private and public realms of human socioeconomic activity.)

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)
Other Information: Community Engagement

ETHS 311, Understanding Racial and Ethnic Groups in the United States, 4 credits

This course examines historical experiences of at least three racial groups. Groups explored include African Americans, American Indians, Asian Americans, Chicanos/Latinos and European immigrants. The course considers the different experiences of these groups as impacted by gender, class and other factors. It aims to deepen and broaden students' understanding of racial and ethnic groups in the United States by studying the similarities and differences of their experiences.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)
Other Information: Community Engagement

ETHS 315, Color of Incarceration, 4 credits

This course examines the U.S. prison population and system. Important questions to be explored are: Why are communities of color over represented in U.S. prisons? Is there an inherent racial bias of law enforcement agencies which result in greater arrest and incarceration of African Americans and other racial and ethnic groups? How does the criminalization of political acts effect various movements of social change?

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)
Other Information: Racial Issues Graduation Requirement

ETHS 316, Race and Religion, 4 credits

This course explores the role and function of religion in the lives of American racial and ethnic groups. It also addresses how religious belief has helped different racial groups in sustaining their struggle for survival and inspiring their lives. Topics covered include the concepts of identity, selfhood, community, spirituality, social responsibility, salvation and freedom. Certain religious tradition, such as African American, American Indian and Asian American, are discussed in the light of histories of the groups. (Also listed as RelS 333 Race and Religion.)

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)
Other Information: Community Engagement , Overlap: RELS 333 Race and Religion

ETHS 324, Race, Identity, and the Internet, 4 credits

This course examines conceptions and constructions of race in relation to the Internet as a multidimensional socio-cultural, economic, and political phenomenon, with a specific focus on the United States. Topics may include varied cultural histories and social impacts of the Internet; notions of identity on the Internet; race, embodiment, and disembodiment; social media, race, and racial controversy; electronic activism around race and racial identities on the Internet, and different theoretical approaches to understanding the unique socio-cultural dimensions of race and the Internet.

Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Prerequisites: 30 credits of lower-division coursework.

ETHS 326, Race and Work in American Life, 4 credits

This course examines the influence of race on ideas and ideals of work in American life. Specific topics include the development of models and types of work across American epochs; slavery and labor; work, worth, and racial citizenship; the "wages of whiteness"; opportunities v. outcomes; past and present social movements for racial workplace equity; affirmative action and public policy positions regarding race and work; Intersectional analyses of race, gender, and sexuality in the workplace, implicit bias and persistent patterns of racial discrimination in the workplace; and race as a social reality within the American workplace. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Other Information: Racial Issues Graduation Requirement , Prerequisite: 30 credits of lower-division coursework.

ETHS 332, Topics in Contemporary Native North America, 4 credits

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal self-determination; federal, tribal, and state relationships; economic development; language preservation; education; health disparities and health promotion; ethnic identity; urban experiences, and Native American media and art. This class presents Indigenous peoples as modern peoples, not as images from the

past. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

ETHS 335, American Indian Nations: Law, Power, and Persistence, 4 credits

This course focuses on tribal communities as nations set within unique political, linguistic, geographic, social, and cultural contexts. This course will cover a diversity of American Indian Nations' past and present governance and social systems. The course emphasizes the importance of land, treaties, and sovereignty. The background of Federal Indian policy (set through the executive, judicial, and congressional branches) and state influences on Native nations also serves as a component throughout the course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

ETHS 350I, EthS Internship, credits

**** Note:** this is a variable credit course with credit range of 1 - 8.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. Contact the Internship Office for further information.

ETHS 352, Latina/o Cultural Politics, 4 credits

This course studies the cultural politics of US Latino identity formation through an examination of the English-language literary, filmic, and artistic production of Latinos in the United States, with variable topical focuses on coming of age narratives, migration, education, gender, sexuality, the family, cultural identities, and assimilation. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

ETHS 361, History of Asian Americans, 4 credits

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. This immigration pattern represents a significant departure from the past,

when immigrants came from very different regions of the world. This course traces the unique story of Asian Americans following them from their early days to modern times and analyzing issues with which the group is faced. Short videos and movies are shown followed by discussion.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Overlap: HIST 320 History of Asian Americans.

ETHS 370, Black Thought, 4 credits

This course will explore the cultural, intellectual, and political knowledge produced by Black people in the United States and within the African Diaspora and how this knowledge continues to define, expand, and challenge the textured experiences of Black life in America and the world. Students will be exposed to a genealogy of Black thinkers, artists, activists, and critics who view the production, analysis, and dissemination of knowledge as necessary responses to structures of social, political, and economic domination and oppression. Students will also consider the extent to which knowledge has shifted meanings of blackness across time and space as well as in response to specific structures and events (slavery, colonialism, liberation, neoliberalism).

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

Other Information: Community Engagement , Note: Students are recommended to have completed, ETHS 200 Theories of Race, Ethnicity, and Culture and ETHS 341 African-American History.

ETHS 375, Black Life in Wealth and Poverty, 4 credits

This course will introduce students to the lived realities of social class through the lens of black Americans whose social and economic ties to wealth and ownership have been obstructed via enslavement, job and housing discrimination, and other forms of institutional racism. Fraught with contention, students will analyze material related to racial authenticity and the expectation of communal obligation in instances when wealth and related privileges have been amassed as well as examine reasons why individuals in positions of economic privilege have distanced themselves from the black underclass. Through engaging with autobiographies, novels, music, documentaries, and cultural criticism, students will come to understand the relationship between the historic legacy of European and American wealth building and the shaping of contemporary black America: from objects of ownership to a community stratified in large numbers in the lower and middle classes to a strong social resistance against measures designed to "level the playing field." Some of the

specific themes this class will cover are black working class identity; the impact of wealth or poverty on the family, children, and community; crime and violence; strategies for survival and empowerment; intragroup class tensions; and issues facing the black middle class. By the end of this course, students are expected to understand key themes such as institutional racism, colorism, interlocking oppressions, economic discrimination, affirmative action, and how they facilitate or complicate black identities and lived realities related to the acquisition or absence of wealth.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

ETHS 380, Special Topics in Ethnic Studies, credits

This course considers topics of current or relevant importance in either communities of color or in the field of ethnic studies and are offered for variable credit. Since the topics change from semester to semester consult the Class Schedule for specific topic listing. If more than one topics course is taken in fulfillment of the major, they must be different topics course titles. ** Note: this is a variable credit course with credit range of 1 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

ETHS 400, Applied Research for Social Change, 4 credits

Students learn about community research by participating in individualized classroom learning and working on research projects within communities of color. This course is appropriate for students who want a hands-on multicultural research experience to learn basic research skills or to enhance existing ones.

Other Information: Community Engagement

ETHS 499, Ethnic Studies Capstone, 4 credits

This course is designed to engage ethnic studies majors in a final integrative experience in weekly seminars. Students explore major issues surrounding race, ethnicity and culture while completing a senior research project.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

Other Information: Community Engagement

FIN

FIN 390, Principles of Finance, 4 credits

This course introduces the application to financial decision-making of mathematics, statistics, economic theory, and accounting procedures. The two central ideas are time value of money and the relationship between expected return and risk, and how these ideas are used to value bonds, stocks, and other financial securities, and to make capital investment decisions.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 202 Microeconomics , MATH 210 Calculus I , STAT 201 Statistics I

FIN 392, Corporate Finance, 4 credits

This course (formerly designated FIN 590) builds on work done in FIN 390 Principles of Finance to develop understanding of corporate financial decision making. Topics include cost of capital, capital structure policy, dividend policy, options, risk management, mergers and acquisitions, and leasing.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , MATH 210 Calculus I , STAT 201 Statistics I

FIN 511, Investments and Portfolio Analysis, 4 credits

This course focuses on the risk of, and return on, financial securities and the fundamental concepts of Modern Portfolio Theory (MPT) as they relate to diversification and asset allocation within portfolios of financial and other assets. Topics include security markets, equity and fixed income securities, derivatives, portfolio management, and portfolio management performance evaluation.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 210 Calculus I , STAT 201 Statistics I

Other Information: Note: The Prerequisite FIN 392 may be taken at the same time as FIN 511. If you intend to take these courses together, please contact the department, Gateway or your advisor so that they may apply an override for you to register for both in the same semester.

FIN 550, International Finance, 4 credits

This course is an introduction to the international dimensions of corporate financing, investment, and risk management decisions. Topics include foreign exchange markets, international financial systems, foreign exchange rate determination, currency risk, spot and forward rates, hedging, international monetary and trade flows, multinational capital budgeting, and cost of capital in emerging economies. Overlap: IBUS 550 International Financial Management.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , MATH 210 Calculus I , STAT 201 Statistics I

FIN 560, Financial Markets and Institutions, 4 credits

This course provides an overview of financial markets and institutions. Topics include the workings of various financial markets, the functions of different types of financial institutions, and the regulatory framework for the financial sector. The course concludes with an introduction to the types of risks faced by institutions and the basic tools and concepts to manage these risks. Further, the course will include topics of current interest.

Prerequisite: ACCT 210 Financial Accounting , ECON 201 Macroeconomics , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 201 Macroeconomics , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 210 Calculus I , STAT 201 Statistics I

Other Information: Note: The Prerequisite FIN 392 may be taken at the same time as FIN 560.

FIN 595, Advanced Corporate Finance, 4 credits

This course focuses on case studies. Topics include capital and business strategy analysis, forecasting and prospective analysis, mergers and acquisitions, credit analysis, corporate financing strategies, and management communications. This course requires extensive use of spreadsheets.

Prerequisite: ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 115 College Algebra , STAT 201 Statistics I , ACCT 210 Financial Accounting , ECON 202 Microeconomics , FIN 390 Principles of Finance , FIN 392 Corporate Finance , MATH 210 Calculus I , STAT 201 Statistics I

Other Information: Note: The Prerequisite FIN 392 may be taken at the same time as FIN 595.

GEOG

GEOG 201, Introduction to Geography, 3 credits

This course introduces students to the concepts and tools used by geographers to think critically about the relationship between humans and their environment. Geographers use this focus to answer contemporary questions of political, economic, social and environmental concern. This course is designed to help students understand the role human and physical geographies play in shaping individuals' experiences and understanding of the world.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

GEOL

GEOL 110, Introduction to Earth Sciences, 4 credits

This course is an introduction to geology, meteorology and astronomy. Topics include measurement and the scientific method, rocks and minerals, weathering and erosion, earthquakes, volcanoes, plate tectonics, geologic time and the history of the Earth, structure and composition of the atmosphere, weather patterns, climate, a history of modern astronomy, the solar system, light and the sun, and stars beyond our solar system. Check the Class Schedule for the dates and times of required field trips.

Includes Lab.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test. , MATH 098 Introduction to Mathematical Thinking

Other Information: Note: First day attendance required except by instructor permission.

GEOL 118, Environmental Geology, 4 credits

This course introduces the geological materials, processes and events of the earth's surface and crust that are most relevant to human populations. The phenomena studied include natural disasters such as earthquakes, volcanic eruptions, tsunamis, floods, and hurricanes, as well as important resources such as water, soil, traditional and alternative energy resources, and pollution and remediation of water and air quality.

MnTC (GELS): Natural Science Goal(03) , People/Environment Goal(10)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102

Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test. In addition, proficiency in using the internet is a requirement for this class.

Other Information: Note: First day attendance required except by instructor permission.

GEOL 314, Earth Surface Environments, 5 credits

This course develops topics in earth surface processes, including geomorphology and general hydrology. Studies of Late Cenozoic landscape change will focus on glacial and fluvial processes in the Upper Midwest. We will examine surface water and groundwater hydrology with an emphasis on the Twin Cities and southern Minnesota. The course will employ college algebra skills to develop a semi-quantitative approach to groundwater and surface water hydrology. Mandatory Saturday field trips are an essential component of this course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10)

Prerequisite: GEOL 110 Introduction to Earth Sciences or instructors permission. , MATH 115 College Algebra or equivalent. , GEOL 118 Environmental Geology or instructors permission. , MATH 115 College Algebra or equivalent.

Other Information: Note: First day attendance required except by instructor permission.

GNDR

GNDR 201, Introduction to Gender and Women's Studies, 4 credits

This course provides an introduction to gender and women's studies, an interdisciplinary field that critically analyzes themes of gender and power in a range of social spheres such as education, government, law, culture, work, medicine and the family. The course will explore the complex ways in which gender interacts with class, race, ethnicity, sexuality and age within these spheres and social institutions. The class addresses questions such as the following: Why has gender been an organizing principle of society? How do different expectations for men and women emerge in different societies and historical periods? How do race and sexuality influence and differently shape our experiences of gender? How do we explain the sexual division of labor and the unequal status of women? Close attention will be paid to the connection between social structure and human agency: how are people's lived experiences both shaped and limited by social forces, and how is experience reshaped

or reproduced through human action? This course sometimes includes service-learning components.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

GNDR 220, Introductory Topics in Gender Studies, credits

This course explores, at an introductory level, contemporary and historical issues not represented in regularly scheduled courses in the Gender Studies program or in other departments. ** Note: this is a variable credit course with credit range of 2 - 3.

MnTC (GELS): Human Diversity Goal(07)

GNDR 270, Gender, Race and Popular Culture, 3 credits

Our ideas about race and gender shape and are shaped by popular culture including the internet, music, television, film, newspapers, magazines, and the arts. Every community member both consumes and helps to create popular culture. In this course, students will explore the ways that gender, race, and related concepts are portrayed in popular culture. In so doing, students will develop a greater awareness of themselves as both consumers and producers of culture as well as an understanding of gender and race as "social constructs" that interact with each other and with other aspects of identity, such as sexual orientation and social class.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

GNDR 345, Global Perspectives on Gender, 4 credits

This course critically analyzes global issues related to gender and sexuality from historical, social scientific and interdisciplinary perspectives. We will question commonly accepted notions of gender and sexuality and perceived social roles both historically and beyond the framework of U.S. and western societies. Areas to be explored include culture, economic development, education, government, health and law. Special attention will be given to such issues as human rights and public activism. The class will engage in understanding gender and sexuality within the contexts of shifting local and global power dynamics and as necessarily interconnected with race, ethnicity, class, and (neo) colonialism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

GNDR 365, The Cultural Politics of GLBT Sexuality, 4 credits

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 GLBT identity rooted in the philosophical, social, and political debates and challenges among and between GLBT people since 1945: the Homophile movement of the 1950s and 1960s, the Stonewall Riot of 1969 and Gay liberation movements of the 1970s, lesbian feminism and the politicization of sexuality, the HIV Crisis, GLBT civil rights and public policy, transgender politics, race and its relationship to sexuality, and cultural, literary, and filmic expressions of GLBT identity.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement , Overlap: PHIL 365 The Cultural Politics of GLBT Sexuality.

GNDR 367, Transgender Identities, 4 credits

This course examines transgender as a social, cultural, individual, and communal identity category, with a focus on the intersectionality of race/ethnicity, class, sexuality, and other socially constructed identities to better understand the nature and experience of transgender peoples and communities. Specific topics examined in the course may include the impact of social institutions, such as the legal system, education, media, the family, and the workplace; social movements organized around transgender identity; transgender social history and activism; and theories of identity and society focused on or by transgender peoples.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I

GNDR 375, Intersectionality, 4 credits

This course examines the concept of Intersectionality (the simultaneous effects of race, gender, ethnicity, and sexuality and other social and descriptive categories on identity formation and experience), including an evaluative overview of the concept; feminist roots and derivations of the idea; criticism of the concept from a variety of standpoints; and practical and ethical dimensions and applications of the concept in

scholarship. This course has a significant focus on race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or instructor permission

Other Information: Racial Issues Graduation Requirement

GNDR 399, Applied Concepts in Gender Studies, 4 credits

Building on principles and foundations gained in previous classwork, the Applied Concepts course will pursue a different topic each spring semester in the areas of gender, women's studies, and/or sexuality. Designed to be an integrative experience, the course will engage students in discussion, critical response to research, and application of disciplinary concepts. Attention will be paid to the future of the Gender Studies student, how to link coursework to potential careers, and consideration of the practical and ethical dimensions of taking Gender Studies concepts into the world beyond the university. Students pursuing a major or minor in Gender Studies should plan to take this course in their last spring semester (as close to graduation as possible).

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

HBIO

HBIO 201, Human Anatomy and Physiology I, 4 credits

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: introduction to anatomy and physiology, tissues, integument system, skeletal system, articulations, muscular system, nervous system, special senses, and endocrine system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission.

HBIO 201L, Human Anatomy and Physiology I Lab, 0 credits

Lab section for HBIO 201 Human Anatomy and Physiology I.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission. This course is S/NC grading only.

HBIO 202, Human Anatomy and Physiology II, 4 credits

Detailed study of the anatomy and physiology of the human body with special emphasis on the relationship between structure and function. Includes the following topics: cardiovascular system, lymphatic system, nonspecific defense and immunity, respiratory system, digestive system, urinary system, fluid/electrolyte and acid/base balance, and reproductive system. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission.

HBIO 202L, Human Anatomy and Physiology II Lab, 0 credits

Lab section for HBIO 202 Human Anatomy and Physiology II.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission. This course is S/NC grading only.

HBIO 205, Basic Microbiology, 4 credits

The study of microorganisms covering the basic principles of growth, metabolism, and genetics; the relationships between microbes and humans in health care; microbes that cause disease and their control; pathogenicity, epidemiology, and immunology; and related topics such as microscopy, aseptic technique, and diagnostic testing. Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course.

Intended for students in nursing and other allied health sciences; does not count towards Biology major requirements; is not a general education science course.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission.

HBIO 205L, Basic Microbiology Lab, 0 credits

Lab section for HBIO 205 Basic Microbiology.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: CHEM 105 Survey of General, Organic, and Biochemistry , CHEM 111 General Chemistry I

Other Information: Note: First day attendance required except by instructor permission. This course is S/NC grading only.

HIST

HIST 101, The American Past: To 1865, 3 credits

This survey course traces U.S. development through colonial times, the making of the Republic, and the nineteenth century up to and including the Civil War. Students and instructor work together in solving historical problems and learning historical skills.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

HIST 102, The American Past: From 1865, 3 credits

This survey course traces U.S. development from the end of the Civil War until the present day. Students study post war Reconstruction in the South, the return of legal and social discrimination against African Americans, the advent and results of the Industrial Revolution, the making of modern capitalism, the increasing political and economic roles of women, the two World Wars, and America as a world power and multiethnic society.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

HIST 103, World History I: Patterns of Civilization to 1500, 3 credits

Does the world have a history? This course is based on an affirmative answer to the question. A history of the world must be more than a mere compendium of facts about disparate societies and traditions. In this course students study the interactions among far-flung civilizations in ancient and medieval times. However, for most of the period considered in this course, those interactions were quite limited. Therefore, a coherent account of human history as a whole before the modern era emerges in large measure from comparisons among independently developing societies, and from a search for common patterns of development. Both similarities and important differences receive due attention. Topics include: the change from hunter-gatherer societies to sedentary agriculture; the rise of cities, social stratification, and the beginnings of written culture and organized religion; the complex civilizations and empires of West Asia, East Asia, Africa, Mesoamerica, and Europe; gender relations across civilizations in the ancient world; and the beginnings of technological and cultural divergence in the medieval world.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

HIST 104, World History II: The Modern World, 1500 to the Present, 3 credits

This course examines the interactions among the world's peoples as they were brought increasingly into contact with one another after 1500. The rise of capitalism, colonialism and imperialism were closely linked to the creation of the modern world system, a system that took shape out of the cooperation and conflict among and between people as they were drawn into a world economy. Their experiences, the experiences of the people of the past as they both created and confronted the modern world, are thus central to an understanding of our own place in it.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

HIST 301, Historical Interpretation, 4 credits

What is history? It is often said that history should be objective, that it should provide just the facts, that it should bring people a sense of the past "as it really was." Those who study and write history professionally tend to view these demands as extremely naive. It is a fact that historians have produced radically different interpretations of particular events or developments in the past. The dominant interpretations of important events have changed greatly over time. The study of these changes is called historiography. Through the readings in this course, students confront such interpretive discrepancies and changes with respect to several important historical developments, which occurred in different parts of the world and in different eras.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I

Other Information: Note: This course is required for History majors and minors and for Social Studies Education majors.

HIST 304, U.S. Economic Life: Working People, 4 credits

What was the role of working people in the development of economic life in the U.S.? Who were the artisans and small entrepreneurs in the cities and the towns of rural America? How did slaves, sharecroppers and farmworkers contribute to the settlement of the continent? Students study what workers did, who they were, including women and people of color, how they contributed economically to society, and how work changed over time.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 305, U.S. Economic Life: Technology, 4 credits

This course investigates the changes in American economic life from the late eighteenth century to the present, with a special emphasis on how technological developments have influenced these changes. Students explore the major technological innovations and their diffusion and impact, the social institutions that influenced and were influenced by these changes, and the ramifications of technological and social change upon the everyday material life of Americans.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 309, Women and Public Activism, 4 credits

This course examines women's public activism in the United States from the Republican period to the social movements of the 1960s. Thematic emphasis is on an analysis of how women's position outside traditional politics determined the direction of their activism over time, with particular attention to the development of collective efforts to achieve legal, political, economic and social equality with men. Students consider how ethnicity, race and class differences among women affected these coalitions for social change. In addition, students learn to understand how the civil rights and women's movements created opportunities for women to change mainstream politics by the 1970s.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05) , Ethical/Civic Resp Goal(09)
Prerequisite: WRIT 131 Writing I or equivalent.

HIST 315, The Civil Rights Movement in the 1960s, 4 credits

The Civil Rights revolution of the 1960s represents the culmination of decades of effort, a change in civil rights legislation and a touchstone for subsequent "revolutions." It changed the then current laws and it relied upon law to demand those changes. Many of the debates started then, and continue today. Through reading, discussion, lectures and videos, students study the people, the events (as well as their antecedents and their progeny), and the ideas of the Civil Rights Movement of the 1960s. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent.

Other Information: Racial Issues Graduation Requirement

HIST 333, The Greening of America: Environmental History since 1900, 4 credits

This course surveys the history of environmentalism in America over the last 100 years. Students are introduced to the ideas of the environmentalists-from Theodore Roosevelt and Rachel Carson to EarthFirst!'s Dave Foreman and Vice President Al Gore-about wilderness preservation, resource conservation, public health and, fundamentally, about the proper relationship between humans and the natural world. Environmentalist thought and actions are considered in the context of ecological and resource crises (such as the Dust Bowl of the 1930s and the oil crisis of the 1970s), of problems created by technological applications (such as the widespread use of DDT) and of particular cultural developments (such as the closing of the "frontier" at the turn of the century and the growth of the counterculture in the 1960s).

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 335, A New Birth of Freedom: U.S. Civil War and Reconstruction, 4 credits

This course examines the political, social and military conflicts that divided the United States during the years 1845-1876, the era of the American Civil War and Reconstruction. Readings in primary documents, such as letters and diaries,

supplement secondary sources and library research in the study of Southern slavery and the secession crisis, emancipation and the destruction of slavery, the political and economic organization of societies for war, the evolution of warfare, and the struggles over Reconstruction in Congress and the postwar South.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

HIST 336, From Roosevelt to Reagan: American History, 1932-1980, 4 credits

From the pit of the Great Depression to the struggles of World War II, the emergence of the Cold War, the growth of new social movements, and the rise of political conservatism, this course examines the course of American history from the presidency of Franklin D. Roosevelt to the election of Ronald Reagan. The rise and fall of what historians call the New Deal order is examined. Familiar personalities and controversies are placed in a larger historical context. Political, social, economic, and cultural trends are analyzed. Both national leaders and grassroots movements receive attention.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

HIST 339, History of Sexuality: Modern Perspectives, 4 credits

This course will examine the tension between the private life and public controversies about sexual expression and identity in modern U.S. history. Students will consider the preconditions that gave rise to collective behavior calling for increased regulation of private life as well as examine when, why, and how groups organized to reclaim individual rights to free expression. Consequently, this course is organized around the following sources of public debate about sexuality over time: reproduction and reproductive freedom; patterns of sexual behavior within and outside of the family; consumer culture and mass media; and the formulation of sexual identities.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 340, Special Topics and Issues in History, credits

This course is offered during the academic year to allow faculty or visiting professors to deal with more specialized historical topics and issues in their areas of expertise.

Students should check the Class Schedule for descriptions of specific course offerings. This course is intended for a variety of students, but individuals registering should have at least some introductory college-level experience in history. ** Note: this is a variable credit course with credit range of 1 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 341, The Vietnam War, 4 credits

Martin Luther King, Jr. once said, "If America's soul becomes totally poisoned, part of the autopsy must read 'Vietnam'." The American military experience in Southeast Asia, during the height of the cold war, was traumatic for many Americans, including many who did not share King's antiwar views. Years later, the Vietnam War remains a specter haunting American politics and culture. This course considers how the war came about, why it took the direction it did, what the alternatives were, how Americans have viewed the war since the 1960s and why it continues to matter so much to so many.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 348, U.S. Legal History: A Survey, 4 credits

This course is a survey of U.S. legal history from the colonial origins of the U.S. Constitution to the "rights revolution" of the 1960s and 1970s and the "revival" of conservative constitutionalism in the 1970s and 1980s. The course will emphasize the tension between two ideological perspectives on the role of government. Should government function primarily to ensure collective rights and provide social control or to protect individual rights and liberties? These two perspectives on the function of government are evident in the shaping of law and public policy over the course of U.S. history. Students will learn how the concepts of individualism, rights, and equality have changed over time and how collective behavior and social movements have recast constitutional principles and judicial practices. We will explore these concepts and developments through consideration of the following subjects: commerce and the industrial state, civil rights and civil liberties, women and citizenship, and liberal versus conservative constitutionalism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

HIST 350, Europe: Creation and Conflict, 1500-1789, 4 credits

During this period in European history many commonly held ideas about humans, politics and religion were directly challenged. Students explore these new ideas, including the Renaissance, with its emphasis on humanism and secular politics; the challenges posed by the Protestant Reformation to established religious thought and practice; and the importance of the seventeenth century Scientific Revolution and eighteenth century Enlightenment. Included are conflicts between-and within-different European powers and Europe's rapidly expanding contacts with the rest of the world. *MnTC (GELS):* Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I

HIST 351, Europe: The Global Power, 1789-Present, 4 credits

Students in this course study Europe's rise, and decline, as the dominating force in the world. The numerous political and economic systems which existed in Europe during this period-monarchy, democracy, fascism, capitalism, socialism, communism-are examined, and students explore how people living under these systems perceived them. The class also discusses the current movement towards a federal, "United States of Europe." Emphasis is placed on learning historical skills and using a variety of sources.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 354, History of the Holocaust, 4 credits

The Holocaust, the extermination of six million Jews by Nazi Germany, took place in one of the most scientifically advanced and cultured nations in Western Europe-in a regime elected to power. This course examines how such an event could happen and why the Holocaust cannot be considered an accident. The course also considers implications for all minority groups living within a majority-dominated society.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 355, Problems of Contemporary Europe in Historical Perspective, 4 credits

What is Europe? Who is a European? How broadly can Europe be defined? How have recent social, political, and economic changes affected Europe? Using the lens provided by the past, serious problems facing Europeans today are examined in an effort to understand the causes and consequences of issues that have importance not only within Europe, but also within the world community.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 357, Gender in Early Modern Europe, 4 credits

This course explores gender in early modern Europe with an emphasis on women, both ordinary and elite. With lives and experiences as diverse as the Europe in which they lived, women in the period from the fifteenth to the seventeenth century were not only daughters, wives and mothers, but also prophets, witches, writers, artists, artisans, queens and courtesans. Applying gender analysis to early modern European society allows for better understanding of how people both shape and are shaped by the time and place in which they live.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I

HIST 363, World Environmental History, 4 credits

This course surveys the key themes and developments in world environmental history; that is, the history of how human societies have changed their environments and how the environment has influenced the courses of societies. It examines pre-modern cultures' intellectual, economic, and technological approaches to the environment, the role of epidemic and environmental transformation in the colonial age, and the revolutionary changes introduced to the environment in the modern period of industrialization and population growth and the rapid consumption of resources that has involved. The course places contemporary environmental issues in their deep historical contexts.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 371, Understanding Modern Japan, 4 credits

After examining the underlying social, economic, political and cultural foundations from which a modern industrial nation emerged, this course considers Japan's imperialist adventure, its rebirth in the post-war era and the structures and forces which define Japan's position in the world. It includes study of the education system; business management practices; popular culture; economic and political trends; changes made to women's lives as Japan moved into industrialization; women's contributions to society and their current roles and status; and the development of modern classes.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 382, Latin American History I: To 1910, 4 credits

This course surveys the key themes and developments in Latin American History from ancient times to 1910. It is divided into three parts: The first introduces the history of indigenous Mexico, Central and South America and the Caribbean before conquest. The second covers the three hundred years of Spanish and Portuguese rule. The third examines the century of struggle for sovereignty and equality, after independence.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent required.

HIST 394, Comparative Women's History, 4 credits

This course compares women as global citizens in a least two cultures or regions of the world. Topics to be covered include women's involvement in family, reproduction, work, education, social and public activism, and war as well as cultural, racial/ethnic, class, generational and ideological differences among women. We will examine these issues in such global contexts as capitalism, industrialization, imperialism/colonialism, socialism and international law.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 398, World War II: A Global History, 4 credits

This course offers students an overview of the World War II (1937-1945), emphasizing social and political history. This war was truly a global experience, and the European and Pacific theaters of the war are integrated into a world history perspective. Students learn about the causes and effects of the war, and come to understand the national, regional and global transformations that occurred during the course of the war itself. Military history is not emphasized, although some material in this vein is integrated into the larger perspective that students gain through a variety of reading and writing assignments.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent.

HIST 401, Topics Proseminar , 4 credits

This proseminar is an advanced-level discussion course, required for history majors. It focuses intensively on scholarly literature produced by historians around a specific topic. The topic changes from one offering to the next; the topic will be stated in the university's course schedule each semester. In each offering, students will read and carefully analyze several historical monographs and analyze the methods and approaches used by the assigned authors.

Prerequisite: HIST 301 Historical Interpretation or registration with instructor's permission.

HIST 490, Historian as Investigator: Historical Research, 4 credits

Taking the role of professional historians, students conduct research in archives and libraries, use local collections of historical documents, read and produce projects in oral history, research distant archives through the Internet, and help to inventory community-based records. Students investigate at length one topic of their own choosing, using two or more methods of historical research. They discover the excitement of using documents written "at the time," of finding "the truth" in history, and of researching and writing about a topic of personal interest. Traditionally, the class has involved both history students and students outside the discipline. History majors should take the capstone course at or near the end of their study in history. Discipline preparation has not determined performance.

Prerequisite: HIST 401 Topics Proseminar

Other Information: Prerequisite: Declared History major or instructor's permission.

HRM

HRM 310, Human Resource Management: A Strategic Framework, 4 credits

Consistent with current management thought this course examines the importance of human capital in organizations. Human Resource Management theories, trends, policies and practices are studied from a strategic management, decision-making perspective covering staffing compensation, employee development, employee relations, labor relations and related areas. A case study approach is used and outside research is required.

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior. Note: HRM 310 is recommended for general management and business administration students in addition to human resource management professionals.

HRM 335, Understanding and Addressing Race in the Workplace , credits

In this upper-division undergraduate course, students will be expected to understand, value and maximize human capital potential among stakeholders from a variety of cultures and races in order to be successful. Students will explore and reflect on their own beliefs and experiences while learning how to address individual-level and institutional racism in organizations. The ability to create and foster workplace environments that are inclusive, respectful and accepting of racial diversity is important for professional advancement and success in increasingly global environments. ** Note: this is a variable credit course with credit range of 3 - 4.

Other Information: Racial Issues Graduation Requirement

HRM 370, Employment Law, 4 credits

Key laws, administrative regulations and selected court cases which impact day-to-day, employee-employer relationships are the focus of this course. Students explore formulation of policies and programs that respond to issues such as equal employment opportunity, wage and salary administration, safety and health, employment at will, immigration, drug testing, and labor/management relations in unionized organizations.

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior Note: This course is recommended for general management and business administration students in addition to human resource management professionals.

HRM 380, Managing Employee Health and Safety, 4 credits

This course covers the basics of developing an effective and compliant Health & Safety program. It will lead the student through the process of evaluating health and safety risks and developing required OSHA programs to manage those risks. Topics to be covered include: OSHA recordkeeping, hazard communication, personal protective equipment, machine safeguarding, electrical safety, ergonomics, chemical safety, employee health and wellness and workplace security. By the end of the course, the student will have the knowledge and the tools to develop a Health and Safety program.

HRM 520, Staffing Organizations, 4 credits

This course examines the concepts and methods of human resource forecasting, planning and alternative staffing strategies within an organization. It addresses staffing needs under varying organizational conditions such as mergers, downsizing, and acquisitions. Selected topics include job analysis, recruitment methods, selection techniques, training needs, termination procedures, and the ethical and legal implications of staffing policies.

Prerequisite: HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior.

HRM 530, Employee Development and Training, 4 credits

This course, specifically designed for students interested in human resource management or general management, focuses on human resource development in organizations and stresses applications to improve productivity and meet organizational goals. Topics include the evolution of training and development, needs assessment, the learning process, selecting training and development methods, and evaluating training and development.

Prerequisite: HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior.

HRM 540, Compensation Management, 4 credits

This course examines principles and practices of compensation management to support organizational mission and goals. Topics include job analysis, job evaluation, external market analysis, pay structures, salary administration, motivation theories and legal principles. It covers the concept of total compensation by examining the

integrated roles of base pay, employee benefits, and incentive programs within an organization. It is intended for people who will design, develop, implement and/or administer compensation programs.

Prerequisite: HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Management Principles or MGMT 320 Organizational Behavior.

HRM 544, Employee Benefits Management, 4 credits

This course emphasizes the design, administration and communication of employee benefit plans to support organizational mission and goals. Students are taught to set program objectives, understand the dynamic regulatory environment which governs benefits, and learn basic design features for various benefits including medical/dental, life, disability, retirement and flexible benefit plans. The course also examines methods used to communicate and administer benefit programs.

Prerequisite: HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Management Principles or MGMT 320 Organizational Behavior and Finance 390 Principles of Finance.

HSA

HSA 362, Human Services Administration, 4 credits

This course, designed for those planning careers in human services administration, provides insight into some of the common problems and concerns of management in a human services agency. Students use actual case studies to focus on examples of organizational planning, community relations, the decision-making process and personnel management. Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

Other Information: Community Engagement , Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

HSA 363, Program Planning, Budgeting, and Proposal Writing, 4 credits

This course covers funding development principles, supporting marketing strategies and grantsmanship principles essential to the nonprofit sector. It stresses skills used to seek funding sources and to plan, negotiate, and manage grants and development

projects. Evaluation is based in part on a major funding project researched and presented by the student.

HSA 369, Program Evaluation, 4 credits

This course focuses on the knowledge and skills needed to appropriately identify, collect, analyze and report evaluative information to be used in making decisions about, and changes in, programs. Topics include approaches to program evaluation, the process of planning and conducting an evaluation, basic principles and practices of designing evaluation instruments, and methods for interpreting and presenting data with an emphasis on providing relevant information to decision makers. This course is appropriate for anyone in business, public, nonprofit or human services administration who is responsible for making decisions about service programs or for conducting evaluations.

Other Information: Community Engagement

HSA 370, Supervision in Human Services, 4 credits

This course focuses on supervision principles, concepts and theories, including how to be a facilitating supervisor and assist others in their professional growth. Emphasis is on understanding how supervisors can teach counseling theories and techniques to those they supervise, as an integral part of the supervisory process.

HSCD

HSCD 100, Use of Addictive Drugs: An Introduction, 3 credits

This course covers fundamental physiological, psychological, and sociological aspects of use and abuse of psychoactive drugs. Drug categories covered are: narcotics, stimulants, depressants, hallucinogens, alcohol, marijuana and inhalants.

HSCD 200, Pharmacology of Addictive Drugs, 4 credits

This course is designed to acquaint the student with physiological, psychological, and sociological aspects of commonly abused psychoactive drugs and their effects. Topics covered for each category of psychoactive drug include: general information, incidence and prevalence, mechanism of action, specific psychological and physical effects, and treatment approaches.

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 300, Introduction to Substance Use Disorders , 4 credits

This course is designed to be an overview of the practice of Alcohol and Drug Counseling. It covers the main theories or models which explain what chemical dependency is. It also provides a survey of the practice of alcohol and drug counseling, including history, licensure requirements, 12 core functions, continuum of services, culture, evidence-based practices, laws, ethics and professionalism. An orientation to the Alcohol and Drug major will also be provided.

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 301, Substance Use and the Family, 4 credits

This course is designed to teach students to understand the family dynamics of the person who is chemically dependent and to learn skills which will help them to work with these families at a beginning level. Course topics include family relationships and chemical dependency, and treatment theories and counseling techniques for individuals and their family members.

Other Information: Note: Attendance at the first class meeting is mandatory. Any student not attending the first day of class will automatically be dropped from the course. This course is useful for students interested in family studies.

HSCD 302, Assessment of Substance Use Disorders, 4 credits

This course is designed to teach students the knowledge and skills necessary to successfully perform assessment interviews and diagnosis of substance use problems. Students will learn about: the qualities of good assessment, motivational interviewing skills, the interview process, screening tools, "Rule 25", "DSM IV", placement and treatment planning. This course meets the required 30 hours of class-room training to be a "Rule 25" assessor.

Prerequisite: HSCD 200 Pharmacology of Addictive Drugs , HSCD 300 Introduction to Substance Use Disorders , HSER 346 Counseling and Interviewing Skills

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 303, Cultural Considerations for Alcohol and Drug Counseling, 4 credits

This course is designed to help students understand the cultural dynamics of chemical dependency counseling for diverse groups. It explores the relationship between cultural identity and the knowledge, and skills for addressing counseling issues for each cultural group. It also provides students with information on the history, cultural uniqueness, and counseling issues for the following cultural groups: African-Americans, Latin Americans, Asian Americans, Native Americans, European Americans, Gay Lesbian Bi-Sexual and Transgender, Woman and Feminism, and Men.

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 304, Substance Use and Native Americans, 4 credits

This course provides a basic understanding of the unique cultural, historic and legal status of the American Indian. Topics covered include; population demographics; the shifting public policies toward American Indians; the historic rise of chemical dependency among American Indians bio-psycho-social and economic needs and resources of the American Indian. This course focuses on culture, history and related chemical dependency issues from the American Indian perspective.

Other Information: Racial Issues Graduation Requirement

HSCD 306, Prevention of Substance Use Problems, 4 credits

This course will focus on how prevention practitioners can design and implement scientifically defensible prevention principles, programs and practices that meet the needs of their own communities. The course will examine science-based prevention and its relevance, the theoretical approaches to evidence-based prevention, and identify effective prevention principles, programs and practices. Special emphasis will be placed on adapting evidence-based models to meet local needs and interests. Successful completion of the course will qualify students for certification as a Certified Prevention Professional (CPP) through the Minnesota Certification Board.

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 308, Adolescent Substance Use Disorders, 4 credits

This course explores the bio-psycho-social developmental issues and tasks of adolescence, substance use trends, risk and protective factors and recognition of the signs of potential substance abuse problems. Methods of screening, assessing and treating adolescents and how to involve the family and other collaterals in the treatment process are addressed. Interventions and approaches that are identified as "best practices" are emphasized. Legal and ethical issues of screening, assessing and treating teens are addressed.

Other Information: Prerequisites: Basic coursework in chemical dependency, adolescent psychology or equivalent with instructor's consent. Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 309, Co-Occurring Disorders: Substance Use and Mental Health, 4 credits

Significant numbers of chemically-dependent individuals have one or more mental disorders. This course is designed to help the alcohol and drug counselor to become more familiar with the most common mental disorders, the interrelationship between mental disorders and substance abuse, and various counseling methods and treatment approaches for the dually disordered client. This course covers the main features of the most common mental disorders, how they interact with substance abuse, assessment and counseling approaches, medications used for treatment, and community resources used to help these clients.

Prerequisite: HSCD 200 Pharmacology of Addictive Drugs , HSCD 300 Introduction to Substance Use Disorders

Other Information: Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 320, Alcohol and Drug Counseling Pre-Practicum Seminar, 1 credits

This course is designed to help students evaluate their readiness, prepare for and then select a practicum site for Alcohol and Drug Counseling. Examples of course topics include: examination of personal readiness, practicum or career goals, review an array of possible practicum sites and making an appropriate selection for practicum.

Other Information: Prerequisite: Successful completion of at least 24 credits of alcohol and drug counseling courses. , Community Engagement

HSCD 353, Case Management for Alcohol and Drug Counseling, 4 credits

This course provides students with a beginning understanding of the essential components of successful case management for alcohol and drug counseling. That is, the activities which a counselor engages in to bring services, agencies, resources, and people together within a planned and coordinated framework of action toward achievement of established clinical goals. Specifically the course will focus on, the theory of case management for alcohol and drug counseling, related state and federal laws, the Twelve Core Functions, the Rules of Professional Conduct, and the practice of clinical writing.

Prerequisite: HSCD 200 Pharmacology of Addictive Drugs , HSCD 300 Introduction to Substance Use Disorders , HSER 346 Counseling and Interviewing Skills

Other Information: Fee: \$75.00 Utilization of the Electronic Health Record Tool.

Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 380, Alcohol and Drug Counseling Group Practicum I, 4 credits

This course is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This internship requires students to demonstrate competence in the Transdisciplinary Foundations of 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice.

Other Information: Prerequisites: Successful completion of at least 32 credits of alcohol and drug counseling courses. , Community Engagement

HSCD 390, Alcohol and Drug Counseling Group Practicum II, 4 credits

The alcohol and drug counseling group internship is intended to provide students with the opportunity to demonstrate the knowledge and skills acquired during their academic coursework and transfer it into clinical settings. This Internship requires students to demonstrate competence in the Transdisciplinary Foundations and 8 Practice Dimensions (12 core functions) of alcohol and drug counseling, including culturally competent and professionally ethical practice. In the classroom portion of this course, students will review and critically analyze counseling style, diversity, ethics and the agency in which they are conducting their internship. In addition, they will continue to practice and enhance clinical skills and techniques.

Prerequisite: HSCD 380 Alcohol and Drug Counseling Group Practicum I Must have successful completed.

Other Information: Community Engagement , Co-Requisites: Students must have an alcohol and drug counseling internship which has been approved by the faculty, while taking this course.

HSCD 400, Best Practices in Drug and Alcohol Counseling, 4 credits

This course's goal is to improve outcomes in the practice of alcohol and drug counseling by linking scientific research to treatment practice. As such, the course explores current best practices in alcohol and drug counseling, such as transtheoretical stages of change, motivational enhancement techniques, and so on. The student also selects, researches, and completes a study project, which explores an evidence-based approach to alcohol and drug counseling, in depth. Counseling skills are practiced in this course.

Other Information: Prerequisite: At least 24 credits of Alcohol and Drug Counseling Courses. Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSCD 450, Senior Seminar: Alcohol and Drug Counseling, 4 credits

This course is the culminating experience for seniors, who are majoring in alcohol and drug counseling. In this course students reflect on their academic course of study and demonstrate the relationship between what they have learned and how they apply this to the professional practice of alcohol and drug counseling. In addition, students analyze and explore agency management systems which complement their practice of alcohol and drug counseling. This course is a combination of Senior Seminar in Alcohol and Drug Counseling and the Human Services Capstone. Prerequisite: Completion of at least 28 credits in the alcohol and drug counseling major, must have been completed or is currently or enrolled in an internship.

Prerequisite: HSCD 400 Best Practices in Drug and Alcohol Counseling

Other Information: Prerequisite: Completion of at least 32 credits in the Alcohol and Drug Counseling Major must have been completed or is currently or enrolled in an internship. Note: This course is open only to students who are in their last semester. Students must also be registered for the GRAD workshop, WKSP GRAD 81. Attendance at the first class meeting is mandatory. Any student not attending the first day of class will automatically be dropped from the course.

HSCI

HSCI 309, Global Health Issues, 3 credits

This course examines global health issues that influence population health outcomes, including the interaction between domestic and global health. Students study frameworks such as vital statistics, Millennium Development Goals, and human rights principles and apply these frameworks to the definition, prevention, or mitigation of identified global health issues or concerns with particular attention given to the health of infants, children, and women in low and middle income countries. The course concludes with a study of cooperative efforts designed to mitigate or prevent global health problems.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Global Perspective Goal(08)

Other Information: Prerequisites: Completion of Goal 1 and Goal 4. , Community Engagement

HSCO

HSCO 321, Juvenile Offending Prevention and Intervention, 4 credits

This course explores the causes of juvenile delinquency and the social and psychological factors involved in the predictive studies and theories concerning the development of delinquency and the intervention processes. Topics also include formation of youth gangs, methods of coping with gang activity, the types of crimes committed by children and youths, narcotics problems, neglected and dependent children, the youthful offender and wayward minor, the operation of the juvenile court, and crime prevention and intervention programs.

HSCO 326, The Impact of Crime on Individuals, Families, and Communities, 4 credits

This course discusses concepts and evidence based practices of community corrections and the impact crime has on individuals, families, and the communities. Halfway House programs, restitution projects, program coordination, work release activities, court diversion processes and programs, truancy tracking programs, and community out-reach will be discussed. In addition, theories, trends, issues and strategies will be discussed to assist working with individuals, family and communities impacted by crime.

HSCO 327, The Role of Diversity in Corrections, 4 credits

This course provides an overview of the special populations in the correctional system to include elderly prisoners, adult male and female prisoners, prisoners with HIV/AIDS, mentally ill prisoners, long-term prisoners, and prisoners on death row. Military veteran prisoners, sexual minority prisoners, gay, lesbian, bisexual, and transgendered as well as the juvenile offender will be also discussed. The focus will be on assisting students going into the corrections field with understanding the differing profiles of offenders, crimes committed, and the unique problems they encounter in correctional systems.

HSDS

HSDS 304, Introduction to Disabilities, 4 credits

Introduction to disabilities prepares students who desire to learn about and potentially work in the field of disabilities. Using a diversity model and social perspective approach, students learn about issues common to persons with diverse disabilities. Perspectives of disabilities that recognize disability as a culture and acknowledge the potential and capabilities of persons with disabilities are offered. Course materials include definitions, psychosocial considerations and societal perspectives.

HSDS 305, Disability Rights: History and Current Trends, 4 credits

Disability Rights: History and Current Trends traces the history, policies, and individual and group empowerment efforts that led to the formation of the disability rights movement. Key legislation including the Americans with Disabilities Act (ADA), Rehabilitation Act, and education acts are examined. Future trends in disability policies and civil rights are also explored. The challenges and struggles that persons with disabilities have fought to change in order to gain independence, respect, and opportunities are studied through American perspectives of disability history.

HSDS 306, Community Resources and Services for Persons with Disabilities, 4 credits

Community Resources and Services for People with Disabilities employs a two-fold approach to learning about resources that people with disabilities use. The course provides an overview of public and non-profit resources that provide services for a

diverse range of disabilities. In addition to learning about resources, students critically examine agency functions including how well these resources promote independence and inclusion in society for people with disabilities. Advocacy skills that promote self-determination relevant to people with disabilities is also a focus in this course.

HSDS 307, Blind, Deaf Blind, and Deaf Culture, History and Resources, 4 credits

This course examines the historical perspectives, social policies, resources, and culture of persons belonging to the Blind, DeafBlind, or Deaf Culture. It is recognized that persons who are Blind, DeafBlind, or Deaf each have a unique history and culture. The course materials include major writings in comprehensive modules. These materials provide perspectives on the significant culture, civil rights movements, and empowerment of persons who are Blind, DeafBlind, and of the Deaf-World.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

HSDS 308, Aging and Disabilities, 4 credits

The aging of persons with disabilities is a new phenomenon due to improved health and advances that have increased their life-span. In addition, the aging of the baby-boomers is increasing the population of persons acquiring disabilities as they age. Is our society prepared to meet the needs of both groups? How can we prepare to assist all older persons in maintaining quality of life as they age? The need for collaboration across disability and aging networks to analyze these questions is a focus of this course.

HSDS 399, The Disability Experience in Television and Film, 4 credits

The Disability Experience in Television and Film will analyze current and historical stereotypes and myths, as well as current trends, relevant to the participation and portrayal of people with disabilities in television and film.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

HSER

HSER 320, Human Services Pre-Practicum Group Seminar, 1 credits

This course is designed to help students evaluate their readiness, prepare for and then select an internship site for Human Services. Examples of course topics include: examination of personal readiness, internship or career goals, review an array of possible internships and making an appropriate selection for practicum.

Other Information: Prerequisite: This course is required to be taken the semester prior to when the student would begin the internship experience.

HSER 331, Human Services Group Practicum and Seminar, 4 credits

This seminar is designed to provide an opportunity for student interns and faculty to meet and discuss progress being made during internship, provide support and address problems and concerns. The seminar includes: lecture, discussion, and group work topics pertinent to the students' internship.

Prerequisite: HSER 320 Human Services Pre-Practicum Group Seminar

Other Information: Prerequisite: Completion of the Pre-practicum Seminar (HSER 320), the semester prior to taking this course.

HSER 344, Counseling Theories and Techniques, 4 credits

This course introduces counseling theories and techniques, including existential, client-centered, Gestalt, psychoanalytic, Adlerian, behavioral, transactional analysis, rational-emotive reality, and eclectic counseling/therapy. Learning strategies include interviews with counselors and role-playing exercises. Evaluation is based in part on an interview with an active counselor, take-home test and final paper.

Prerequisite: PSYC 100 General Psychology or instructor's consent.

HSER 346, Counseling and Interviewing Skills, 4 credits

This course introduces students to basic counseling skills. As such, it is designed to help students develop essential helping skills needed for client engagement, follow-through, completion and overall therapeutic effectiveness. Specific skills and techniques covered include; developing rapport, building empathy and listening, encouraging trust, self-disclosure, immediacy, questioning & evoking, addressing discrepancies, etc. This course is highly experiential in its format. Students will participate in classroom exercises, real plays, and video-taping of counseling skills.

HSER 348, Group Counseling, 4 credits

This course teaches the dynamics of group counseling. Students learn the skills of group counseling in a classroom and Training group experience. Topics include: stages of group, group rules and goals, group leader skills, and types of groups. Students learn writing and charting skills necessary to document client progress. Emphasis is on interaction among group members, the counselors role in group facilitating, and techniques to help group members learn to view their own behavior for self-awareness and self-disclosure.

Prerequisite: HSER 346 Counseling and Interviewing Skills

Other Information: Note: Attendance at the first class meeting is mandatory. Any student not attending the first day of class will automatically be dropped from the course.

HSER 350, Issues in Adolescent Counseling, 4 credits

This course develops a number of theoretical approaches for working with youth. Issues raised are appropriate for counseling in individual and family settings. Concepts include the nature and meaning of adolescence, youth culture, youth alienation, sex roles, conflict and the generation gap.

HSER 352, Family Counseling, 4 credits

This course explores the dynamics and processes of family interactions and counseling from the viewpoint of a family counselor. Some of the major theories of family counseling are discussed, with particular emphasis on the theories of Virginia Satir. Evaluation is based in part on a final conference with the instructor. This course is designed for students seeking self-understanding, as well as for students pursuing careers in the human services.

HSER 353, Social Casework Methods, 4 credits

This course familiarizes students with social casework practices. It focuses on the process of engagement (intake) assessment and contracting with diverse systems in an urban environment. Emphasis is on the beginning skills in interviewing, assessment and treatment planning, including advocacy and referral.

HSER 354, Ethical Issues in Human Services, 4 credits

Students confront complex ethical and moral issues in their professional and personal lives. In this course, students study and apply the cultural, social, legal, economic, theological and philosophical bases for making such decisions. Each student learns to articulate coherent arguments involving at least two divergent views of many current ethical issues confronted in human services today. Students select, research and present an individual project on a major ethical issue relevant to their professional interests in human services.

HSER 355, Introduction to Human Services: History and Trends, 4 credits

This course covers the historical and progressive development of the human services field, as well as the present trends and professional issues, including theoretical approaches to human services work, practical skills, human services delivery systems, human services work in a pluralistic society, and using research in human services work.

Prerequisite: PSYC 100 General Psychology , SOC 101 Introduction to Sociology

Other Information: Community Engagement , Prerequisite and/or Corequisite: General Psychology (or two Psychology courses) and Introduction to Sociology (or two Sociology courses).

HSER 357, Behavior Modification, 4 credits

This independent study covers procedures used in behavior modification and the underlying concepts on which it is based. Students read and complete exercises in a text. In addition, they complete a project demonstrating the application of behavior modification procedures. Evaluation is based on answers to study questions, three tests, and evaluation of a written report of a real or simulated behavior modification project.

HSER 368, Understanding and Using Research for the Practitioner, 4 credits

It is important for human service practitioners to understand the relationship between practice and research. According to social psychologist, Kurt Lewin, the best practice is founded in research and the best research is grounded in practice. Acknowledging this insight, this course will engage students in an examination of research as it is employed in the human service field. The primary focus of this course is to teach students how to be critical consumers of research, able to read, evaluate, and apply research for human service practice purposes. A second purpose is to develop students

skills for their future role as collaborators with researchers in generating knowledge from the field. This course can serve as a companion course for the program evaluation offering or a foundations course for students interested in pursuing graduate study or a preview course for those intending to take social or behavioral science research methods courses.

HSER 395, Intersection of Race and Diversity in Human Services, 4 credits

This course emphasizes the experience of race and racism and how both intersect with various forms of human diversity in the helping arena. It will provide students an understanding of how power and privilege are operant in the human services. Students will examine assumptions, myths, beliefs, and biases that block effective relationships between groups of people and that hamper helper-helpee dynamics. Course activities involve self-assessment and opportunities for application of learning in a human service environment. **COMPETENCE STATEMENT:** Knows conceptual frameworks dealing with racial-ethnic identity, racial-cultural world views, oppression and power well enough to explore, develop, and evaluate personal responses and professional strategies to eliminate the myths, beliefs, biases, actions and efforts, that sustain social oppression in the helping professions.

Other Information: Racial Issues Graduation Requirement , Note: Attendance at the first class meeting is mandatory unless approved beforehand by the instructor.

HSER 455, Human Services Capstone Seminar, 4 credits

This course comes at the end of the student's senior course work in human services. Students complete a human services portfolio assignment demonstrating what they have learned in human services over the period of time while studying in this program. This assignment helps students to reflect on their academic course of study (both theoretical and practical) and how it applies to the professional practice of human services. The written portfolio provides evidence of competence and is a way for students to demonstrate readiness for graduation and work as Human Services professionals. In order to complete the portfolio assignment students must complete at least ten (10) hours of community service in a Human Services Agency with a Human Services professional. The course culminates with students giving presentations on the agency studied and written about in their portfolio.

Other Information: Community Engagement , Prerequisite: Completion of all other Human Service core and Human Service major requirements. Note: This course is open only to students who are in their last semester. Students must also be registered for the GRAD workshop, WKSP GRAD 81.

HSFS

HSFS 143, The Family: A Social/Psychological Exploration, 4 credits

This course introduces students to the major social and psychological theories employed in studying family processes and in studying how families function in society today. In addition, the course engages students in an examination of their own families. Key features of this course are that students do a modified social history and case study of their own families. Students demonstrate competence by applying the content of the course in their analysis of their own family's social/psychological analysis.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

HSFS 338, Family: Racial, Gender and Class Dimensions, 4 credits

This course familiarizes students with the diversity that exists in families. It is intended for students who want to gain a better understanding of the family, and for students specializing in psychology or human services related fields. Structural inequalities in society based on wealth, race/ethnicity and gender are presented as key determinants in the diversity of family forms and in differing experiences within families.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Community Engagement

HSFS 339, Issues and Actions in Family Policy, 4 credits

This course considers the impact of public choices on life within families. It is generally offered during the state legislative session in order to give students opportunity to participate in the legislative process. The policy issues covered vary from year to year. Topics may cover competing rights of children and parents, culturally-specific/friendly family policy, international family policy comparisons, and other family policy issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

HSFS 341, Work and Family, 4 credits

Until recently, the worlds of family and work were seen as separate spheres. Today, people are aware of the many possible relationships between work and family in society. This course examines the challenges, issues and problems associated with a variety of contemporary work-family patterns including single-provider, dual-provider and single-parent families, and families who own their own businesses.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Community Engagement

HSFS 342, Children in U.S. Society, 4 credits

This interdisciplinary course explores historical and contemporary aspects of children's status and roles in family and society, adults' relationships and functions in relation to children, and public policy affecting children in twentieth-century United States. Community and experience-based learning, including a student-designed project, augment class lectures and discussion.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Community Engagement

HSFS 399, Selected Topics in Family Assistance, 2 credits

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on the concerns as well as the supports needed by selected types of family arrangements. The purpose of the course is to familiarize students with the specific, respective issues of different family configurations as well as to allow students to critique appropriate strategies for helping and empowering them. Possible topics include: working with foster families, working with GLBT families, working with grand-parent-headed families, working with teen families, working with homeless families, working with families of offenders working with bi-racial families and so on. Students should consult the Class Schedule for family types featured each semester. Note: This course may be taken four times for credit as long as the topic is different.

Other Information: Note: This course may be taken four times for credit as long as the topic is different.

HSG

HSG 374, Aging in America: A Personal Challenge, 4 credits

This course, designed for students in human services fields who work with the aged, and students considering gerontology as a vocation, is an overview of the field. Topics include understanding the physiological, psychological and sociological aspects of aging, as well as myths about aging, health and social needs of the aging, and community resources and programs.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

HSG 377, Physical Health and Aging, 4 credits

This course is designed for professionals in the field of aging, and covers the normal physical processes of aging. Topics include health concerns, health promotion issues, and the biology and physiology of aging, as well as resources and services concerned with the physical needs of the elderly.

HSG 380, Aging: Planning and Policy Making, 4 credits

This course covers various aspects of public policy development and planning for the aged by federal, state and local agencies. Topics include how policies are planned and implemented, the effects of policies on program services, the roles and functions of community organizations and how they relate to governmental factions in developing, maintaining and upgrading services and programs for the aged.

HSG 383, Selected Topics in Gerontology, 4 credits

This independent study is for students who intend to work as professionals in the gerontology field and wish to study a specific topic in-depth. Assignments and prerequisites depend on the selected topic.

HSTD

HSTD 386, Creative Problem-solving Concepts and Methods, 4 credits

This course acquaints students with the principles and techniques of creativity, which is the ability to transcend traditional ideas, rules, patterns, relationships or the like, and to create meaningful new ideas, forms, methods and interpretations. Various theories, processes and principles are used to solve problems in professional and personal situations. The various methods help students develop imaginative and positive responses to challenges and opportunities in business, education and human

services, and serves as an aid to personal development and social awareness. Theory analysis and direct experiential application of problem-solving techniques are integral components of this course.

HSTD 389, Organizational Development and Change, 4 credits

This course provides an overview of organization development principles necessary for any type of organization to effectively cope and react to inevitable change that will impact organizational effectiveness and survival. Addresses the theory and practice of organizational development including: initial diagnosis, entry, contracting, data collection, data analysis, action planning, approaches to implementing planned change, and evaluation of planned change effectiveness. Today, every manager, at any level, must be capable of dealing with certain change in a proactive manner.

HSTD 390, Conflict Resolution, 4 credits

This course examines causes and underlying factors of interpersonal conflict in human interactions. The course covers principles and techniques to diagnose conflict, develops an understanding of issues causing conflict, differentiates between various types of conflict, explores the variety of forces and factors which push conflict in a productive or dysfunctional direction, and develops personal skills to influence outcomes to the inevitable conflict situations one encounters in one's personal and professional lives.

HSTD 393, Training Design and Instruction, 4 credits

This course is for students who want to learn how to design training and teach adults in an organizational setting. Students develop an understanding of the role and impact of training in helping organizations reach objectives. Topics include adult learning theory, needs assessment, instructional design, media selection and how to present training content to different audiences.

HSTD 394, Staff Training and Adult Development, 4 credits

Students in this course focus on staff development and training techniques, and examine their roles and functions within nonprofit and public/governmental organizations. Attention is given to the identification of training needs, strategies for meeting those needs, information on adult learning, the use of evaluations, and the overall purpose of staff development and training within an organization. Students

develop a hypothetical staff development program as a major project. Recommended: Some preparation in psychology.

Other Information: Recommended: Some preparation in psychology.

HSTD 397, Career Pathing, 4 credits

Career Pathing is a computer-enhanced independent study and is intended for students who know their own career goals, but want to enhance their knowledge of career development and how to use this information. The content covers career development theory and applications and topics relevant to adult career planning. Those adult career-planning topics include cultural diversity, dynamics of layoffs, career change and reentry of workers. The student-designed term project is intended to help students in their own work settings. Career Pathing is ideal for managers trying to help their employees; the independent study is also useful to counselors, other human services workers those needing career planning knowledge for their clients, and adult learners wanting to enhance their knowledge and credentials. Overlap: HSTD 397T Career Pathing Theory Seminar

Other Information: Overlap: HSTD 397T Career Pathing Theory Seminar

HSVP

HSVP 300, Violence: Origins and Explanations, 4 credits

This course examines causes and underlying factors that account for violence in American Society. Students examine the extent, causes and challenges of violence in today's society. For those students who work in the human services field, this course prepares them to identify and critique methods and strategies for addressing violence. It may be taken alone or as the first of three core courses required for the community violence prevention minor. Prerequisite: Courses in psychology or sociology.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Prerequisite: Courses in psychology or sociology.

HSVP 301, Violence: Individual, Community and Global Responses, 4 credits

This course addresses how violence is responded to at various levels. It examines the role and development of personal skills and involvement in addressing violence, community intervention resources, systems responses such as punishment and rehabilitation in violence prevention, social change movement responses to violence,

and international violence and the growth of human rights movements.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Community Engagement

HSVP 307, Gender Violence in Global Perspective, 4 credits

This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed. Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

Other Information: Prerequisites: Any course in the following subjects: sociology, psychology, social work, gender or ethnic studies.

HSVP 309, Violence and Disability, 4 credits

This course explores the connections between violence and disability. It investigates how models of disability affect the understanding of violence and abuse of people with disabilities as well as the response to such violence. The focus is on the lived experiences of people with disabilities who have experienced violence and abuse, and how systems and policies have aided or hindered successful interventions. The course also explores how being a victim of violence can affect a person's disability status and the implications of such a connection for policymakers, human services workers, and people with disabilities themselves. The course employs the socio-ecological model of violence prevention and challenges students to apply this model to case studies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

HUM

HUM 101, The World of Ideas: Ancient and Medieval, 3 credits

This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the dawn of Western civilization in the Middle East to the end of the European middle ages. Illustrated lecture/discussions

survey major works of art, architecture, religion, literature, philosophy, and science from the past, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

MnTC (GELS): Humanities/Fine Arts Goal(06)

HUM 102, The World of Ideas: Modern, 3 credits

This course introduces students to important ideas, individuals, and works in the principal disciplines of the humanities from the Renaissance of 1400 C.E. to the present. Illustrated lecture/discussions survey painting, sculpture, music, architecture, literature, philosophy, and science, including examples from non-Western cultures. Students will gain a basic understanding of how great works in each discipline represent and comment on human experience, how they are linked to their historical eras, how they respond to the past, and how they speak to the future.

MnTC (GELS): Humanities/Fine Arts Goal(06)

HUM 310, The First Civilizations, 4 credits

The cultural foundations of the West stand on the bedrock of the ancient Near East: writing, literature, art, architecture, science, mathematics and religion reach back past Rome and Greece to Mesopotamia, Egypt and Anatolia. This course provides an introduction to the literature, history and culture of that period, c. 3100-600 B.C.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

HUM 311, The Classical World: Greece, 4 credits

In this course, students read and enjoy classic works of literature, history and philosophy from the eighth to first centuries before the common era, by such writers as Homer, Sappho, Herodotus, Sophocles, Aristophanes and Plato. The course explores characteristics of ancient Greece and its continuing influence on intellectual history.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

HUM 314, The Renaissance, 4 credits

This course explores the art, literature, philosophy, religion, and science of the European Renaissance (c. 1350-1650 A.D.), placing them in the context of political and social movements of the time. In this era, increased attention to ancient Greek and Roman ideas energized all of the arts and sciences. This period also saw the beginnings of the centrally administered nation state and the rise of colonialism in the New World, as well as the Protestant Reformation, a many-sided and far-reaching religious revolution that reshaped Christianity. Readings, slide/lectures, and class discussions explore the many ways that art, ideas, and events from this era still live in contemporary European and American civilizations.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

HUM 316, Romanticism, 4 credits

The romantic revolution occurred in Europe and America toward the end of the eighteenth and beginning of the nineteenth centuries. Literature, art, music and philosophy turned away from the forms, concepts and assumptions about art and society that had lasted for centuries. At the same time, the social, political and economic life of that time was being transformed by the new energies and new hatreds released by the industrial and French revolutions. Students examine some of the classics of romantic fiction, art and poetry produced during this period.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

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

HUM 390, Special Topics in Humanities, credits

Every semester it is offered, this course selects a different constellation of authors/artists, topic, genre, period, or issues and explores it/them through the study of texts and artistic works in the humanities. The course provides an opportunity for upper division students from across the university to explore authors and topics of particular interest to them, or to supplement earlier, survey-level work with more detailed and more advanced study of particular subjects. Outcomes from each iteration of the course include familiarity with course texts, understanding of key concepts and issues in the topic under consideration, and development of intermediate-level skills at the analysis and interpretation of literature. ** Note: this is a variable credit course with credit range of 1 - 5.

Other Information: Prerequisites: Students must have completed an introductory writing course and completed 30 credits of college-level work.

IBUS

IBUS 311, International Business Environment and Operations, 4 credits

This course addresses the major features of the global business environment (economic, cultural, legal and political) and the international business theory and practice needed to operate and compete successfully in the global economy. Case studies focus on key decision areas in international management, marketing, purchasing, finance and production.

MnTC (GELS): Global Perspective Goal(08)

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics , MATH 115 College Algebra and intermediate writing skills.

IBUS 312, International Political Economy, 4 credits

This course provides an overview of the geopolitical and historical frameworks that directly or indirectly affect day-to-day operations and management decision making of companies doing business in an increasingly global context. Topics include: perspectives on IPE theories; international trade, finance and monetary systems; global security issues; state-market tensions; the role of multinational corporations; the IPE of economics development and of resource accessibility; and selected global problems.

Prerequisite: ECON 201 Macroeconomics , ECON 202 Microeconomics , MATH 115 College Algebra and intermediate writing skills

Other Information: Community Engagement

IBUS 350, Legal Aspects of International Business, 4 credits

This course is designed to introduce some of the principles, laws, and organizations impacting international business transactions. Its primary goal is to develop an appreciation for, and understanding of, the legal and ethical issues inherent in doing business across international borders.

Prerequisite: IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

Other Information: Required: Intermediate writing skills.

IBUS 490, Doing Business Internationally, 4 credits

This course will bring together the full range of factors influencing companies doing business across borders that were covered in the required IBUS 311, IBUS 312 and IBUS 350 courses - globalization, political economies, culture, ethics, legal systems, trade, investment, currency issues, market entry, production, logistics and marketing - and apply them to management decision-making in national and regional operating environments around the world. The syllabus may be modified at short notice to accommodate current world events impacting the international business environment. *Prerequisite:* IBUS 311 International Business Environment and Operations , IBUS 312 International Political Economy , IBUS 350 Legal Aspects of International Business

ICS

ICS 140, Computational Thinking with Programming, 4 credits

An introduction to the formulation of problems and developing and implementing solutions for them using a computer. Students analyze user requirements, design algorithms to solve them and translate these designs to computer programs. The course also provides an overview of major areas within the computing field. Topics include algorithm design, performance metrics, programming languages and paradigms, programming structures, number representation, Boolean algebra, computer system organization, data communications and networks, operating systems, compilers and interpreters, cloud computing, data analytics, mobile computing, internet of things, and artificial intelligence) database, internet, security, privacy, ethics, and other societal and legal issues. Lab work and homework assignments involving flow charting tools and programming using a language such as Python form an integral part of the course.

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus , STAT 201 Statistics I

Other Information: Note: Students must be proficient in using a computer. Required skills include the ability to create directories (folders) and files of different types (plain text files, zip files, etc.) using a graphical user interface as well as a command line interface. Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 141, Programming with Objects, 4 credits

Structure, design, and implementation of object-oriented computer programs. Topics include objects, classes, GUI, and layout managers. Introduction to containment, inheritance, and polymorphism. Programming projects involving multiple classes. Emphasis on methods, parameter passing, and arrays of objects. Exploration of problem-solving and algorithm-design techniques using pseudocode, Unified Modeling Language (UML) class diagrams, and simple patterns. Design of good test cases and debugging techniques.

Prerequisite: ICS 140 Computational Thinking with Programming or equivalent knowledge of Java , MATH 215 Discrete Mathematics (may be taken concurrently).

Other Information: Note: This class uses the Java language. Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 225, Web Design and Implementation, 4 credits

This course focuses on how to design and implement information services over the Internet from the client side. The course focuses on both usability and client-side scripting. Topics include the principles, strategies and policies of web page design, including the rules of good interface design, human factors, ethical concerns and information security. Through labs and programming projects, students also learn how to use current scripting and markup languages and how to employ state-of-the-art tools to embed interactive pages into Web-based applications.

Prerequisite: ICS 141 Programming with Objects or equivalent Java experience, rudimentary knowledge of web searching and some previous exposure to writing web pages using HTML or XHTML.

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 232, Computer Organization and Architecture, 4 credits

Introduces machine language, digital logic and circuit design, data representation, conventional von Neumann architecture, instruction sets and formats, addressing, the fetch/execute cycle, memory architectures, I/O architectures, as well as hardware components, such as gates and integrated chips.

Prerequisite: ICS 141 Programming with Objects OR equivalent knowledge of Java. , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 240, Introduction to Data Structures, 4 credits

This course provides basic introduction to data structures and algorithms and emphasizes the relationship between algorithms and programming. Students will learn intermediate object-oriented design, programming, testing and debugging. Topics include algorithm complexity, generic programming, linked list, stack, queue, recursion, trees, searching, and sorting.

Prerequisite: ICS 141 Programming with Objects or equivalent knowledge of Java , MATH 215 Discrete Mathematics

Other Information: Note: This course uses the Java language. Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 251, IT Work Skills, 2 credits

This course prepares students for effective employment in the IT workplace. Through readings, activities, case studies, and assignments, the student will develop competency with interpersonal skills, teamwork, professionalism, adaptability, flexibility, communication, planning, organizing, entrepreneurial thinking, problem solving and decision-making.

Prerequisite: ICS 140 Computational Thinking with Programming , ICS 141 Programming with Objects or equivalents.

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 311, Database Management Systems, 4 credits

Covers concepts and methods in the definition, creation and management of databases. Emphasis is placed on usage of appropriate methods and tools to design and implement databases to meet identified business needs. Topics include conceptual, logical and physical database design theories and techniques, such as use of Entity Relationship diagrams, query tools and SQL; responsibilities of data and database administrators; database integrity, security and privacy; and current and emerging trends. Use of database management systems such as MySQL. Coverage of HCI (Human Computer Interaction) topics. Development of GUI front ends to databases with application of HCI principles to provide a high level usability experience. Overlap: ICS 311T Database Management Systems.

Prerequisite: ICS 141 Programming with Objects or equivalent knowledge of Java. , MATH 215 Discrete Mathematics

Other Information: Overlap: ICS 311T Database Management Systems. Note:

Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 325, Internet Application Development, 4 credits

This course focuses on how to design and establish information services over the Internet from the server side. Topics include advanced concepts and issues on Internet architecture, server-side design strategies, current technologies and Internet security. Through labs and programming projects, students learn how to use current scripting and markup languages to build nontrivial state-of-the-art applications.

Prerequisite: ICS 225 Web Design and Implementation

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 340, Algorithms and Data Structures , 4 credits

Exploration of the design and implementation of data structures and algorithms fundamental to computer systems and applications and to software engineering. Topics include trees, graphs, basic analysis of algorithmic complexity, fundamental questions of computability, and introduction to the algorithmic basis of intelligent systems. Programming projects.

Prerequisite: ICS 240 Introduction to Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 365, Organization of Programming Languages, 4 credits

This course is a comprehensive introduction to the principal features and design of programming languages. It provides a comparative study of programming paradigms including structured programming, object-oriented programming, functional programming and logic programming. This course is a survey of programming concepts and constructs including data types, control structures, subprograms and parameter passing, nesting and scope, derived data types, input and output, and dynamically varying structures. Also covered are the principles of lexical and semantics analysis.

Prerequisite: ICS 240 Introduction to Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 370, Software Design Models, 4 credits

The course focuses on how to design and build process, object and event models that are translatable into project specifications and design. Topics include an overview of systems analysis and design; a framework for systems architecture; design and development using data modeling; object modeling, entities, relationships, attributes, scope rules and influences; and event models, messaging and application activation.

Prerequisite: ICS 141 Programming with Objects , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 372, Object-Oriented Design and Implementation, 4 credits

System development using the object-oriented paradigm. Programming topics include: inheritance, polymorphism, dynamic linking, generics, Graphical User Interfaces, and data serialization. Use-case and state-based approaches for the discovery of conceptual classes. Design principles including the Liskov Substitution Principle, Open Closed Principle, and Stable Dependencies Principle. Design patterns such as Factory, Iterator, Adapter, Facade, Bridge, Observer, Command, State, Composite, Singleton, and Mediator. Employment of design principles, design patterns, and the Model View Controller in the design of object-oriented systems. System implementation. Refactoring. Group projects.

Prerequisite: ICS 240 Introduction to Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 382, Computer Security, 4 credits

This course introduces principles of computer security with integrated hands-on labs. The course prepares students to effectively protect information assets by providing fundamental details about security threats, vulnerabilities, and their countermeasures ranging from a simple computer to enterprise computing. Topics include broad range

of today's security challenges, common security threats and countermeasures, security management, access control mechanisms, applied cryptography, privacy issues, computer ethics, file system security, and network security.

Prerequisite: ICS 141 Programming with Objects , MATH 215 Discrete Mathematics , CFS 280 Introduction to Computer Forensics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 425, Client/Server Architectures, 4 credits

This course is a study of scaling client/server applications enterprise-wide. The course examines why ordinary client/server tools do not scale enterprise wide, and examines the extensions necessary in DB linkage, OS extensions, and networking connections necessary for scaling. The MVC II (Model-View-Controller) design pattern and other useful design patterns will be used to explain typical architectural approaches.

Prerequisite: ICS 141 Programming with Objects , ICS 225 Web Design and Implementation , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 440, Parallel and Distributed Algorithms, 4 credits

Covers design and development of parallel and distributed algorithms and their implementation. Topics include multiprocessor and multicore architectures, parallel algorithm design patterns and performance issues, threads, shared objects and shared memory, forms of synchronization, concurrency on data structures, parallel sorting, distributed system models, fundamental distributed problems and algorithms such as mutual exclusion, consensus, and elections, and distributed programming paradigms. Programming intensive.

Prerequisite: ICS 340 Algorithms and Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 460, Networks and Security , 4 credits

Principles and practices of the OSI and TCP/IP models of computer networks, with special emphasis on the security of these networks. Coverage of general issues of

computer and data security. Introduction to the various layers of network protocols, including physical, data link, network, and transport layers, flow control, error checking, and congestion control. Computer system strengths and vulnerabilities, and protection techniques: Topics include applied cryptography, security threats, security management, operating systems, network firewall and security measures. Focus on secure programming techniques. Programming projects.

Prerequisite: ICS 240 Introduction to Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 462, Operating Systems, 4 credits

Principles, techniques, and algorithms for the design and implementation of modern operating systems. Topics include operating system structures, process and thread scheduling, memory management including virtual memory, file system implementation, input output systems, mass storage structures, protection, and security. Students will implement process, memory, and file management algorithms.

Prerequisite: ICS 240 Introduction to Data Structures , MATH 215 Discrete Mathematics

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 482, Vulnerability Assessment and Penetration Testing, 4 credits

To properly secure any organization's information infrastructure and assets, a periodic assessment of its security posture at various levels of the organization is essential. One key area is the direct assessment of vulnerabilities in the IT infrastructure, systems and applications, followed by targeting and exploitation of the same. This course covers the theoretical bases for cyber threats and vulnerabilities, and delves into selection and application of penetration testing methodologies ranging from reconnaissance to the exploitation of vulnerabilities by probing infrastructure, services and applications. The course places a strong emphasis on the use of these methodologies to demonstrate, document, report on, and provide a clear roadmap for remediation of exposed security issues.

Prerequisite: ICS 382 Computer Security OR instructor permission. , ICS 460 Networks and Security

Other Information: Note: Students are responsible to both be aware of and abide by

prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

ICS 484, Cyber Operations, 4 credits

Information is an asset that must be protected. Without adequate protection or network security, many individuals, businesses, and governments are at risk of losing that asset. It is imperative that all networks be protected from threats and vulnerabilities so that a business can achieve its fullest potential. Security risks cannot be eliminated or prevented completely; however, effective risk management and assessment can significantly minimize the existing security risks. In order to provide effective protection to the organization's critical infrastructure and services, continuous monitoring as well as various processes, procedures, and technology is required to detect and prevent cyber-attacks, breaches, and security violations. In addition, existence of a comprehensive incident response plan is vitally connected to the survivability of an organization after a severe security breach or compromise of critical business operations. This course focuses on the operational aspect of managing challenges inherent in protecting a corporate network infrastructure and business information systems. The student will develop situational awareness of an organization's network and learn to manage, and maintain a defensive infrastructure that comprises of log servers, network firewalls, web application firewalls, and intrusion detection systems. Additional topics include information security operations, access control, risk management, business continuity planning, disaster recovery, and ethics.

Prerequisite: ICS 382 Computer Security OR with Instructor's permission.

ICS 490, Special Topics in Information and Computer Sciences, credits

This course is an in-depth study of some aspect of computer science or computer information systems that is not part of a regular course. Special topics courses of current interest are offered on an occasional basis. Students may repeat ICS 490 under different topics for additional credit. Some topics may have prerequisites. See the Class Schedule for additional information. ** Note: this is a variable credit course with credit range of 1 - 4.

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites. This course may be taken multiple times for credit.

ICS 499, Software Engineering and Capstone Project, 4 credits

This course focuses on the theory and practice of effectively and efficiently building software systems that satisfy the requirements placed upon them by customers. This course gives an overview of the software lifecycle and introduces various process models used to develop software.

Prerequisite: ICS 370 Software Design Models , ICS 372 Object-Oriented Design and Implementation and completion of at least 24 hours of upper-division work in the major.

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for ICS courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites.

IDST

IDST 310, Principles of Civic Engagement, 4 credits

The goal of this is to help prepare students for a lifetime of responsible citizenship and civic engagement. As a foundation course, it will have rigorous civic and community engagement components.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Ethical/Civic Resp Goal(09)

Other Information: Community Engagement

IDST 317, Women in Minnesota Life: Education, Politics and Social Change, 4 credits

This course explores the roles, strategies and contributions of Minnesota women across cultures in public life, past and present with focus on leadership to identify and challenge racism and sexism to achieve greater equity. Major project for the class and shorter assignments offer opportunities to include experiential learning and application of community resources, oral history and research methodologies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Community Engagement

IDST 321, Human Rights and the Educated Citizen, 4 credits

This course introduces student to the concepts of the Universal Declaration of Human Rights (UDHR) and human rights, Western and non-Western conceptions of human rights, and the complex nature of human rights issues influenced by individual, cultural, and social values. Students will also gain a framework for analytical skills essential to human rights work and the complexity and interdependency of human family which will promote an understanding of the individual, local, and global forces that create abuses and potential solutions at the local, national, and international level. Through community involvement, students will be able to connect human rights theories and cases around the globe to our local community and vice versa and will develop an action plan for a local organization of their choice or in their personal environment. The course will also provide students a great opportunity to take concrete action on human rights issues and get involved in "change" or initiating change in the local community.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Ethical/Civic Resp Goal(09)

Other Information: Community Engagement

IDST 323, Chautauqua: Sense of Place, 4 credits

Knows elements and theories contributing to multiple senses and understanding of place, inter-relatedness of human society and complex environmental challenges. Students will identify a place of significance to them, illuminate understanding of the sense of that place through interdisciplinary research and reflection, and apply personal, community and ecological dimensions of place to personal, local, regional and national efforts to sustain and enhance place for self and community. This course is inspired by the interdisciplinary, community-rooted Chautauqua model for adult learning and critical thinking, a model designed to build on experiential learning with intellectual quickening.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Other Information: Prerequisites: MnTC Goal 1 writing requirement or equivalent.

Note: Students will be well prepared with previous social science and/or natural science coursework, experiential learning, or community involvement.

IDST 325, Perspectives on Peace: , 4 credits

Learning by doing, participants will reflect deeply, alone and together, on their experiences of peace. In constant dialogue, participants will use collaborative critical thinking skills to learn and unlearn preconceived notions about peace from multiple perspectives. The course culminates in the class creation of a common product--an essential definition of the phenomenon of peace--thus preparing themselves to work

with diverse others for peace in their communities.

Other Information: Prerequisite: MnTC Goal 1 writing requirement or equivalent.

IDST 330, Women in Math, Science and Technology, 4 credits

This interdisciplinary course explores the history, theory and methods of analysis for understanding institutional barriers to women's participation in math, science, and technology. Students will explore the history of women's participation, the ways in which the philosophy of science has created an exclusive view of science itself as well as science education, the educational and professional climate for women in these fields, and the ways in which stereotypical images of women in literature and film continue to influence women's participation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Other Information: Community Engagement

IDST 343, Perspectives on Community Development, 4 credits

This class will examine theories and models of community development, and introduce students to the realities of community development work. The course explores the history of the community development field from its origins in the late 19th-century urbanization through present innovations fueled by grassroots, foundations and public policy initiatives. The lens of movement and industry approaches will be a key analytical tool. Three traditions in the field community building, community organizing, and community development will be critically examined and compared, including exploring the dynamic relationship between these three traditions. Special attention will be given to community development challenges facing traditionally disenfranchised communities, including factors of race, class and gender. The class will emphasize both a theoretical understanding of community dynamics, and an introduction to practical skills used by people working in the community development field.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

Other Information: Community Engagement

IDST 370, Cinema, Self and Other, 4 credits

This course offers an interdisciplinary approach to analyzing how identities (cultural, sexual, ethnic, etc.) are constructed in and through film. It provides students with the basic vocabulary and primary theoretical approaches to film analysis and asks them to consider how various points of view and social and political issues are presented and framed, and how our fears and fantasies about others are projected on the screen. Students will help select the films for viewing and discussion, keep a journal of responses to our readings and films, and present a film analysis on one of our themes. *MnTC (GELS):* Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)
Other Information: Racial Issues Graduation Requirement , Community Engagement

IDST 380, Adult Learning and Social Change, 4 credits

This course examines different theories and philosophies of adult learning within the United States education system. Students will examine their understanding of the modern practice of adult learning through an examination of these theories and philosophies and the application of principles, concepts, and aims of learning perspectives and methods. Students will develop an understanding of their own learning styles as well as the styles of others with very different backgrounds. Students will critically examine the role of adult literacy within the context of social movements such as civil and women's rights. As a class, we will look to understand race, gender and class dynamics within broader society through the lens of adult learning and literacy. By understanding diverse institutional and group dynamics within adult learning, students will assess various schools of thought in adult education and gain an appreciation for the perspectives of others in a complex society.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

IDST 385, Turning Points: Self-Transformation, 4 credits

Researchers define turning points as a "major transformation in views about the self, identity or the meaning of life." They occur as new things are learned, rendering us amenable to change, and produce perceived, long-lasting redirection in the path of a one's life. Psychologists associate turning points with transitions and stages of human development defined and explored by Erik Erikson. Ignoring uplifting turning points and with distressing turning points in mind, the philosopher Frederick Nietzsche wrote "that which does not kill us makes us stronger." Retirement or loss of retirement income, end of a love affair, reaching the "golden years" (maturity) or learning that one (or a family member) has a fatal disease are examples of turning points. Portrayals, in film and literature, of individuals coping with obstacles to happiness or

overcoming adversity dramatize turning points. Rhetorical, films and literature are cultural artifacts that comfort, guide generations and teach us how to live! Lessons learned from contemporary films and classical literature are a primary focus of this course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

IDST 490, Exploring Interdisciplinary Projects, 4 credits

This faculty designed independent study introduces the major concepts in the field of interdisciplinary studies. Students learn the historical drivers and definitions of a variety of approaches across the spectrum of interdisciplinary, multidisciplinary, and transdisciplinary work. Students have options to individualize their coursework to best suit to their area(s) of interest. The course emphasizes an inquiry or problem-posing approach and includes exploration of multiple professions and disciplines.

Prerequisite: INFS 115 Information Access , WRIT 231 Writing II , INFS 315 Searching for Information

INFS

INFS 115, Information Access, 2 credits

Research expertise is required in all academic programs and in an educated citizenry. In this class, students explore critical issues about information literacy and learn practical step-by-step techniques for discerning and analyzing information resources, including online databases and World Wide Web sites. The application of these skills to any subject area is demonstrated through a final project requiring the development of a search strategy and the gathering of quality resources on a topic of academic or personal interest. These skills support lifelong learning.

MnTC (GELS): General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement

INFS 315, Searching for Information, 4 credits

A student completing this course understands the process of finding, synthesizing, evaluating, and documenting sufficient and reliable information appropriate to a variety of purposes including upper division coursework, senior capstone papers or professional writing, and communication tasks. Students also explore a number of the contemporary issues surrounding information in society, have opportunities to use and/or visit primary resource collections and learn a variety of research techniques.

Specific sections of the course will structure assignments around a course theme identified in the class schedule. Prior themes have included Civil Rights, Holocaust and Genocide, Crime and Punishment, Food, Immigration, and Health Care. Both themed and non-themed sections are offered every semester as are online and in-class sections.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement

INFS 338, The Craft and Commerce of Book Publishing, 4 credits

This course considers books, like universities and libraries, part of "the knowledge industry," and emphasizes the gatekeepers who decide matters of a book's authorship, publishing, and readership. By tracking the evolution of the book pre-Gutenberg to the current e-book environment, we will explore the evolving publishing industry in society. In our exploration of the field of publishing, we will combine readings and discussion with field experiences. You will have the opportunity to meet with and ask questions of guest speakers who work in various aspects of the publishing industry.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

INFS 340, Research in Special Collections and Archives, 4 credits

Students will explore the history of libraries and special research collections around the world and be introduced to field research in local special library/archive collections at the University of Minnesota, the Minnesota Historical Society, Minneapolis Institute of Art, Minneapolis Central Library (Hennepin County) and the St. Paul Public Library. Online research with digital special collections from around the United States will also be a part of the course, including virtual discussions with curators. Students will have an opportunity to develop individual research projects, work as interns or explore other special projects using these unique special collections. All students welcome and supplemental instructional units will be provided for students who have not had library database instruction.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Communication Goal(01) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 131 Writing I or equivalent.

Other Information: Community Engagement

INFS 350I, Information Studies Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 8.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

LAED

LAED 440, Methods of Teaching Language Arts in Urban Grades K-6, 3 credits

This course provides pre-service Early Childhood and Elementary teachers with the theoretical foundations and practical skills necessary to become reflective professionals who can design and implement effective language arts instruction for economically, academically, culturally, racially and linguistically diverse children. The course emphasizes the social constructivist perspective of reading and writing development which includes the importance of the total learning environment - school, home and community.

Prerequisite: EDU 483 Foundations of Teaching Reading in Urban Grades K-6

Other Information: Community Engagement , Note: Permission required contact Taslima Khaled Taslima.Khaled@metrostate.edu. Admission to Urban Teacher Program or Department approval required to register. Clinical field experience hours are part of the course requirements.

LAED 445, Teaching Writing and Communications in Urban Grades 5-12, 4 credits

In this course, future teachers learn best practices for how to teach urban middle and high school students how to write and make oral presentations. Topics include:

sentence and paragraph construction; genres of writing; how audience, purpose and situation guide writing and speeches; assessment and revision; engaging middle and high school writers; assisting English Language Learners; and technological tools for written and speech communications. Teacher candidates learn how to respond constructively to the writing and oral presentations of urban 5-12 learners.

Prerequisite: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 , EDU 306 Urban Middle School and High School Methods , EDU 400 Literacy Education in Urban Schools and at least 20 credits of English courses required for the English Teaching major.

Other Information: Note: Permission required contact Taslima Khaled Taslima.Khaled@metrostate.edu. Formerly offered as WRIT 421. Admission to Urban Teacher Program, or departmental approval required to register. Clinical field experience hours are part of the course requirements. Co-requisite: This course should be taken within one semester of student teaching and should be taken with EDU 450 Advanced Urban Teaching Practicum and Seminar unless EDU 450 has been taken with LAED 450 Teaching Language Arts in Urban Grades 5-12.

LAED 450, Teaching Language Arts in Urban Middle and High School, 4 credits

In this course, prospective urban teachers learn how to develop, teach and evaluate units and comprehensive teaching plans that implement best practices for middle and high school language arts classes. Students acquire, practice and demonstrate a repertoire of effective techniques and activities for teaching such middle school language arts competencies as vocabulary development; sentence, paragraph and essay construction; and reading skills; and such high school language arts competencies as vocabulary development; creative and technical writing skills; and understanding the characters, plots and messages contained in literary works.

Prerequisite: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 , EDU 306 Urban Middle School and High School Methods , EDU 400 Literacy Education in Urban Schools and at least 20 credits of English courses required for the English Teaching major.

Other Information: Community Engagement , Note: Permission required contact Taslima Khaled Taslima.Khaled@metrostate.edu. Formerly offered as LIT 437. Admission to Urban Teacher Program and Department approval required to register. Clinical field experience hours part of course requirements. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar

LAWE

LAWE 104, Emergency Medical Responder Law Enforcement, 3 credits

This course meets the Minnesota POST Board first-aid requirement for law enforcement officers. The course emphasizes development of skills in patient assessment and emergency medical procedures for personnel likely to respond to traffic accidents and other medical emergencies. Successful completion results in Minnesota EMS Regulatory Board Emergency Medical Responder Registration.

LAWE 210, Procedural Studies in Law Enforcement, 2 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the legal and procedural aspects of the investigative process in these topic areas: report writing, statutory elements, crime scene control, evidentiary rules, search and seizure, interviewing and interrogation, and constitutional limitations.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. Note: Must be taken concurrently with LAWE 210L.

LAWE 210L, Procedural Studies in Law Enforcement Lab, 1 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAWE 210, Procedural Studies in Law Enforcement.

LAWE 220, Legal Studies in Law Enforcement , 4 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines law enforcement practices and applications from both constitutional and legal perspectives in these topic areas: constitutional considerations; legal processes pertaining to warrants, subpoenas, orders and summons; contacts, detentions and arrests; knowledge and application of the Minnesota criminal and traffic codes, statutes and regulations; legal foundation for peace officer use of force; and peace officer rights and liabilities.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in

Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

LAW 280, Juvenile Justice, 3 credits

This course presents a juvenile justice system overview, with emphasis on Minnesota Rules of Juvenile Court Procedure. The historical and philosophical development of the juvenile justice system is discussed, along with a comparative analysis of U.S. juvenile and adult criminal justice systems. Students learn about resources available to criminal justice practitioners and addresses the specific needs of juveniles in crisis.

Prerequisite: CJS 101 Introduction to Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice required.

LAW 301, Policing in the 21st Century, 3 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the application of a guardian versus warrior mindset within law enforcement to build trust and legitimacy between agencies and the public. Implicit bias, procedural justice, and reconciliation are explored in the context of conflict management/resolution. Emphasis on the patrol function along with both contemporary issues and future trends including de-escalation strategies, intelligence led policing, data practices and interaction with the media, computer forensics and cyber-crime, homeland security and terrorism, criminal gangs, organized crime, and vice crimes.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. Note: Must be taken concurrently with LAW 301L.

LAW 301L, Policing in the 21st Century Lab, 1 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAW 301, Policing in the 21st Century.

LAW 321, Law and Human Behavior , 3 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. Examines the police response and investigation of missing persons and crimes of violence, including child and vulnerable adult abuse and neglect, domestic violence and sexual assault. Other topics addressed include victims and victims' rights, the Americans with Disabilities Act and special communications situations, crisis intervention and mental illness, community notification and conflict and management.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required. Note: Must be taken concurrently with LAWE 321L.

LAWE 321L, Law and Human Behavior Lab Component, 1 credits

This course meets corresponding learning objectives of the Minnesota Board of Peace Officer Standards and Training. It provides the laboratory experience to accompany LAWE 321, Law and Human Behavior.

Other Information: Note: The lab is necessary to meet new POST learning objectives. LAWE 321 and LAWE 321L must both be in the cart at the same time when you register.

LAWE 329, Technology and Modern Policing , 4 credits

This course examines the growth of technology in modern society and how the use of that technology is affecting law enforcement practices in the United States. The course further examines the types of technology, its impact on policing practices, and the impact on the use of technology on civil rights including the public perception of the violation of individual privacy.

Prerequisite: CJS 101 Introduction to Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND either CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

LAWE 330, Policing and Society, 4 credits

This course provides an introduction to American policing and an overview of the critical issues which confront law enforcement officers and their agencies. Some of the issues which are examined include: the role of the police, management and policy

development in law enforcement agencies; police selection, training and socialization; minorities and women in policing; psychological hazards and stress in policing; and police misconduct.

Prerequisite: CJS 101 Introduction to Criminal Justice , CJS 201 Foundations in Criminal Justice

Other Information: Prerequisites: CJS 101 Introduction to Criminal Justice, AND CJS 200 Literature in Criminal Justice OR CJS 201 Foundations in Criminal Justice required.

LAW 339, Violent Crime Investigation, 4 credits

Students will learn about criminal investigations and critical techniques to enhance solving cases. Student will learn how to identify the different types of violent crimes, and how to systematically investigate each type of violent crime. Students will learn how to develop a criminal profile, and gain insights to what motivates criminal behavior.

Prerequisite: CJS 101 Introduction to Criminal Justice

LAW 431, Police Culture, 4 credits

This course will explore the complex interactions between police culture and issues relating to integrity and ethics for the police. It will examine the underlying values of the police culture and how those affect police behavior. Loyalty, racism, and use of force issues will be examined.

Other Information: Prerequisite: Upper Division status or instructors consent.

LAW 445, Law Enforcement Leadership: Contemporary Issues, 4 credits

The course explores contemporary leadership, motivation, teambuilding, change, and working with difficult people, along with the roles and responsibilities of the first line supervisor within a law enforcement agency.

Other Information: Prerequisite: Upper division status or instructor's consent.

LING

LING 111, Vocabulary Study, 3 credits

This course increases the size of a student's vocabulary, and teaches methods for continuing to learn, remember and use new words after the course is over. The

emphasis is on developing and enriching a college-level vocabulary, important for students in any field. Words are learned by studying where they come from and how they are put together, making it easier to remember what they mean and how to use them. The course also emphasizes grammar, dictionary skills and usage.

MnTC (GELS): Communication Goal(01)

LING 316, The Nature of Language, 4 credits

This course introduces students to the study of how language is acquired and learned, concepts and methods of analyzing language, and how the linguistics field relates to regional, social and gender differences in language. It also explores the origin and development of languages through time, writing systems, and the complexities of written and spoken language.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Other Information: Community Engagement

LING 326, Language and Culture, 4 credits

In this course students undertake language analysis in a cultural context, including the relationship between language, culture and thought. It presents an anthropological perspective on various linguistic and cultural systems, with special emphasis on those of Asian, Chicano/Latino, African-American, American Indian and Anglo-American peoples. Students are introduced to the implications of linguistic and cultural differences in work and classroom situations.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Other Information: Community Engagement

LING 547, History of the English Language, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement

LIT

LIT 100, Introduction to Literature, 3 credits

This course introduces students to methods of literary analysis and prepares them for further study in university literature courses. Taking a practical, common-sense approach, the course teaches how to pay attention to a text in order to become a better and more appreciative reader of poetry, drama, short stories and novels.

MnTC (GELS): Humanities/Fine Arts Goal(06)

LIT 300, Literary Analysis, 3 credits

This course reviews key ideas from Literature 100 and introduces fundamentals of current literary theory. Students solidify their understanding of terms and concepts important to the study of literature; practice techniques of analyzing and interpreting poetry, prose and drama; and learn basic theoretical principles that explain how literary texts can be linked to issues in a culturally diverse community. This course is intended especially for students in the urban education program, but it is open to anyone prepared for upper-division study in literature.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

Other Information: Community Engagement

LIT 312, Women Writers, 4 credits

This course takes a critical and historical approach to literature in English by women, looking at the emergence of female literary voices and exploring the contexts in which their works were written. Some sections of the course may focus on particular traditions within the range of literature written by women.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

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

LIT 315, Gender in Literature and Film, 4 credits

This course surveys how classic works of American literature and film assert, examine and/or question gender conventions that affect both men and women. Students discuss ways in which fiction, drama, poetry, popular music and film can promote, question or subvert gender conventions. The goal of these discussions is to

make new discoveries about familiar works of literature, to examine a range of assertions and arguments that authors and film directors make about gender, and to consider the purposes gender conventions serve for individuals and the community in the United States.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

LIT 332, Adolescent Literatures, 4 credits

This course is intended to familiarize students with fictional and non-fictional texts written for young adults by authors of diverse cultures. Students examine the criteria that characterize these diverse literatures and learn to recognize contemporary trends.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

Other Information: Community Engagement

LIT 341, American Literature: Beginnings-1870, 4 credits

This course surveys illustrative works from the beginnings of European settlement to 1870, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Readings may include religious and political documents, Native American tales and orations, exploration and captivity narratives, slave narratives, journals, novels, plays, and poems.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

LIT 342, American Literature: 1870-Present, 4 credits

This course surveys illustrative works from 1870 to the present, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Topics covered include the rise of modernism, its impact on a diverse population and various responses to modern culture, as well as changing perceptions of religion, race, gender, environment, the future, the self and the community. Students are introduced to a range of contemporary critical approaches to literature.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts

Goal(06) , Human Diversity Goal(07)

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

LIT 349, American Nature Writers, 4 credits

This course familiarizes students with characteristic works of nature writing by U.S. authors. While the course touches on fiction and poetry, emphasis is on major authors, themes and issues in creative nonfiction about the natural world from the beginnings of European settlement to the present. Topics covered include changes over time in American thinking and writing about nature; primitivism and the pastoral; the aesthetics of nature and nature writing; nature writing and spirituality, Romanticism, Modernism, and the natural world; anthropocentrism and biocentrism; ecofeminism; creation of point of view in description and nonfiction narrative; authorial tone and credibility; and the "prophetic tradition" in American nature writing.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , People/Environment Goal(10)

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

Other Information: Community Engagement

LIT 361, African-American Literature, 4 credits

Through films, poetry, autobiography, novels, lyrics, and short essays, this intermediate-level survey course explores African-American literature from a historical perspective ranging from the works of enslaved authors to contemporary spoken-word poetry. The course celebrates the historical and aesthetic development of African-American literary arts in the face of (often legalized) racial oppression. Students learn techniques and theories for critical reading to explore literary issues related to culture, race, and social history. Significant focus is given to issues of race and racism in this literature course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

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

Other Information: Racial Issues Graduation Requirement

LIT 362, Black Women Writers, 4 credits

This course explores the literature by African-American women writers from the 18th century to the present, analyzing their depictions of racism, sexism, and classism as artistic, moral, and civic responses to inequality. Students learn techniques for critical reading and literary analysis at the upper-division humanities level to understand how these creative works explore issues related to the legacies of slavery and Jim Crow

laws, and the influence these writers had on cultural events, such as anti-lynching journalism, the Harlem Renaissance, the Civil Rights Era, and the Women's Liberation Movement.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

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

Other Information: Racial Issues Graduation Requirement

LIT 363, American Indian Literature, 4 credits

The course surveys Native American written, oral, musical, and filmic traditions, spanning voices from the pre-contact era to the contemporary moment. Readings develop themes and concepts central to Native narrative arts, such as cultural survival, migration, language and orality, landscape, folklore, spirituality, memory, colonization and decolonization, racism, violence, trauma, oppression, and sovereignty. Emphasizing an analytical approach, the course considers how marginalized indigenous arts participate in, react against, challenge, and redefine constructions of American literature. Significant focus is given to race and racism in this course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

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

Other Information: Racial Issues Graduation Requirement

LIT 364, Literature by Immigrants of Color, 4 credits

Students in this course examine literature, film, and expository articles to investigate ways that people of color represent their experiences as immigrants to the U.S. Throughout the course we analyze how various texts present the main themes, perspectives, and socio-cultural contexts of contemporary immigration, which has historically been shaped by racialized discourses and racist gatekeeping practices. We also interrogate how the concerns articulated by immigrants of color intersect with broader social categories such as race, gender, sexuality, age, religion, and citizenship status. Through lectures, discussions, compositions, and small-group activities, students will critically examine the complexities of acculturation and the creativity it takes to balance one's cultural heritage with life in another country as a racialized ethnic minority.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

Other Information: Racial Issues Graduation Requirement

LIT 365, Asian Women Writers, 4 credits

This course explores the rich tradition of Asian women's literary voices expressing their chosen themes in novels, diaries, anonymous folk poems, short stories, and lyric verse from ancient times to the present. Relevant aspects of geography, history, culture, and language support interpretations of representative works; regional focus may vary. All selections are read in English translation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

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

LIT 371, English Literature: Beginnings-1800, 4 credits

In this course, students survey important and influential texts of the medieval, Renaissance and early modern periods. Emphasis is placed on literary history and the development of the English language as the vehicle of literary expression. Attention is also given to literary analysis and to the application of various interpretive approaches.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

LIT 372, English Literature: 1800-Present, 4 credits

In this course, students survey important and influential texts of the last two centuries. Emphasis is placed on literary history and the development of the English language as the vehicle of literary expression. Attention is also given to literary analysis, and to the application of various interpretive approaches.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

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

LIT 377, Shakespeare, 4 credits

This course provides a systematic study of Shakespeare's unique literary and dramatic achievements. Close readings and written exercises focus attention on Shakespeare's mastery of the English language and the craft of poetry. Students typically read a selection of plays including histories, comedies and tragedies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

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

LIT 390, Authors and Topics in Literature, credits

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 discussion are intended to engage upper-division students from across the university as well as English majors, to build understanding of the topic under consideration and to develop intermediate-level skills in the analysis and interpretation of literature. See the Class Schedule for information on individual sections. ** Note: this is a variable credit course with credit range of 1 - 4.

MnTC (GELS): Humanities/Fine Arts Goal(06)

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

LIT 480, Literature Capstone Seminar, 4 credits

This capstone course for English majors focuses on integrative processes in the study of literature. (The course is also open to appropriately prepared nonmajors.) Students work together as a community of inquiry to study a particular author, genre, period or problem selected for each section by the instructor. Each student completes a course paper or project using concepts and methods derived from this and other literature courses to explore a literary topic of personal interest. Prerequisite: Students completing an English major must be within two semesters of graduation. Other students must secure the instructor's consent before registering.

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

Other Information: Prerequisite: Students completing an English major must be within two semesters of graduation. Other students must secure the instructor's consent before registering.

LIT 502, Literary Criticism: 1950-Present, 4 credits

This course introduces influential literary theories developed between 1950 and the present. Students become familiar with the main concepts of each theory and with how these theories can be applied to particular texts, past and present. Discussions focus on how contemporary theory challenges older ideas about literature, what distinguishes literature from other uses of language, how literature should be read, what roles literature plays in social, political, and personal life, and what makes a work of literature effective.

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

MAED

MAED 106, Math for Elementary Teachers, 4 credits

This course provides the background for teaching contemporary mathematics in the elementary school. The use of mathematics manipulatives for modeling the basic operations is emphasized. Set theory, numeration, and the system of whole numbers, integers and rational numbers are considered. Requirements include knowing what mathematics is expected of and taught to K-6 learners. Mathematics is taught as an integrated and continuous curriculum.

Other Information: Note: Does not satisfy GELS requirements. This course is a prerequisite for Urban Elementary Education majors.

MAED 440, Teaching Mathematics to Urban Learners in Grades K-8, 4 credits

This course provides students with the knowledge and experience of intermediate and middle school mathematics to be an effective teacher in urban, multicultural classrooms. The content of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in an intermediate or middle school mathematics classroom is required. Prerequisites for Mathematics Teaching majors: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 and EDU 306 Urban Middle School and High School Methods and at least 24 credits of Math courses required for the Mathematics Teaching major. Prerequisite for Urban Elementary Education majors: MATH 106 Math for Elementary Teachers AND one of the following: MATH 110 Math for Liberal Arts OR MATH 115 College Algebra OR STAT 201 Statistics I. Corequisite Mathematics Teaching Majors: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban high school.

Other Information: Community Engagement , Note: Permission required contact Taslima Khaled Taslima.Khaled@metrostate.edu. Admission to the Urban Teacher Program and department approval is required to register. Field experience in an urban K-8 mathematics classroom is required. See course description for prerequisite information. This course should be taken within two semesters of student teaching.

MAED 450, Teaching Mathematics to Urban Learners in Grades 7-12, 4 credits

This course provides students with the knowledge and experience of high school mathematics to be an effective teacher in urban, multicultural classrooms. The content

of this math methods course emphasizes the interconnectedness of curriculum, instruction and assessment. The overarching philosophical framework for this course is the social justice perspective of mathematics education particularly for urban students. Field experience in a high school mathematics classroom is required.

Prerequisite: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 , EDU 306 Urban Middle School and High School Methods , MAED 440 Teaching Mathematics to Urban Learners in Grades K-8

Other Information: Note: Admission to Urban Teacher Program and department approval required to register. Field experience in a high school mathematics classroom is required. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar if plans are to student teach in an urban middle school. Prerequisites: At least 24 credits of MATH courses required for the Mathematics Teaching major.

MATH

MATH 098, Introduction to Mathematical Thinking, 4 credits

This course prepares students for college-level mathematics. Within a comprehensive conceptual framework, it refreshes students on fundamental arithmetic, and focuses on the numerical, algebraic, geometric and verbal representations of functions and algebraic equations. Important topics of this course include rates of change, linear equations and functions, exponential and logarithmic functions and equations, quadratic equations and functions, and their applications.

Other Information: Prerequisite: A score of 39 - 94 on the Accuplacer Arithmetic Skills portion of the Mathematics Assessment test offered by Placement Assessment Office. First day attendance required except by instructor permission.

MATH 102, Mathematics of Sustainability, 4 credits

This course develops and applies mathematical concepts and tools to quantitatively explore environmental sustainability issues. Topics addressed in the course will be explored from environmental, social, and economic perspectives wherever possible, and may include such topics as industrial agriculture, energy sustainability, population growth, ecological footprints and the security of land and water resources. The mathematical concepts developed in this course are motivated through the study of these topics. Particular mathematical concepts include properties of real numbers, rate of change and percentage change, functions (with a focus on linear, exponential, logarithmic, and quadratic functions), inverse functions, mathematical modeling, algebraic simplification of expressions, solving linear equations and inequalities, and

practical interpretation of numerical information.

MnTC (GELS): People/Environment Goal(10)

Other Information: Prerequisites: Enrollment is restricted to students who have not completed Goal IV. All students must place into MATH 102 on the mathematics assessment test offered by Placement Assessment Office. Students having questions should contact Professor Rikki Wagstrom at 651-793-1454.

MATH 110, Math for Liberal Arts, 4 credits

This course focuses on practical applications of mathematics and is a good introduction to the broad spectrum of areas that use mathematical understanding. This course is designed for those students who are not planning to take any further mathematics courses.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Other Information: Note: This course requires the following prerequisite A score of 50 on test Accuplacer Arithmetic. First day attendance required except by instructor permission.

MATH 115, College Algebra, 4 credits

This course develops the fundamental concepts of algebra with an emphasis on the classification and analysis of linear, quadratic, polynomial, exponential and logarithmic functions. Applications to the natural and social sciences are given throughout. It aims to provide insights into the nature and utility of mathematics, and helps students develop mathematical reasoning skills.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability

Other Information: Prerequisite: A grade of C- or higher in MATH 98 or MATH 102, or placement at MATH 115 College Algebra on the mathematics assessment test offered by the Placement Assessment Office. Those who have completed intermediate algebra or equivalent at other institutions should contact the Placement Assessment Office at 651-793-1464 before registration.

MATH 120, Precalculus, 4 credits

This course is designed to prepare students for calculus. Topics include polynomial, rational, exponential, logarithmic, and trigonometric functions; the algebra of functions; multiple function representations; and an introduction to analytic geometry.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 115 College Algebra or placement at MATH 120 Precalculus on the mathematics assessment test offered by Placement Assessment Office.

Other Information: Note: Placement at MATH 120 Precalculus on the mathematics assessment test offered by Placement Assessment Office at 651-793-1464. Students whose prerequisites are not identified by the system would contact the Math Department for an override at MATH@metrostate.edu.

MATH 208, Applied Calculus, 4 credits

This course provides an overview of the differential calculus for single and multivariable functions and an introduction to the integral calculus and differential equations, with an emphasis on applications to the natural and physical sciences. Particular topics covered in the course include limits, ordinary and partial derivatives, applications of derivatives, definite integrals, fundamental theorem of calculus, applications of definite integrals, models involving differential equations, Eulers method, equilibrium solutions.

Prerequisite: MATH 120 Precalculus

Other Information: Note: Students whose prerequisites are not identified by the system would contact the math department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 210, Calculus I, 4 credits

Since its beginnings, calculus has demonstrated itself to be one of humankind's greatest intellectual achievements. This versatile subject has proven useful in solving problems ranging from physics and astronomy to biology and social science. Through a conceptual and theoretical framework this course covers topics in differential calculus including limits, derivatives, derivatives of transcendental functions, applications of differentiation, L'Hopital's rule, implicit differentiation, and related rates.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 120 Precalculus or placement on the mathematics assessment test offered by Placement Assessment Office.

Other Information: Prerequisite: C- or better within past 3 years in MATH 120 Precalculus or permission of the Mathematics department chair. Note: Students whose prerequisites are not identified by the system would contact the math department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 211, Calculus II, 4 credits

This is a continuation of Math 210 Calculus I and a working knowledge of that material is expected. Through a conceptual and theoretical framework this course covers the definite integral, the fundamental theorem of calculus, applications of integration, numerical methods for evaluating integrals, techniques of integration and series.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 210 Calculus I

Other Information: Note: Students whose prerequisites are not identified by the system would contact the math department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 215, Discrete Mathematics, 4 credits

This course covers a variety of important topics in math and computer science. Topics include: logic and proof, sets and functions, induction and recursion, elementary number theory, counting and probability, and basic theory of directed graphs.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 115 College Algebra

Other Information: Note: Students whose prerequisites are not identified by the system would contact the math department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 301, Introduction to Analysis, 4 credits

This is an introductory course in real analysis. Starting with a rigorous look at the laws of logic and how these laws are used in structuring mathematical arguments, this course develops the topological structure of real numbers. Topics include limits, sequences, series and continuity. The main goal of the course is to teach students how to read and write mathematical proofs.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 211 Calculus II

Other Information: Note: Students whose prerequisites are not identified by the system would contact the Math Department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 310, Calculus III: Multivariable Calculus, 4 credits

This is a continuation of Math 211 Calculus II and covers calculus as it applies to functions of several variables. Topics include vectors and plane curves, partial

differentiation, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 211 Calculus II

Other Information: Note: Students whose prerequisites are not identified by the system would contact the Math Department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 315, Linear Algebra and Applications, 4 credits

The need to solve systems of linear equations frequently arises in mathematics, the physical sciences, engineering and economics. In this course we study these systems from an algebraic and geometric viewpoint. Topics include systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, linear independence, dimension, eigenvalues and eigenvectors.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 310 Calculus III: Multivariable Calculus

Other Information: Note: Students whose prerequisites are not identified by the system would contact the Math Department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 320, Probability, 4 credits

This is a calculus-based probability course. It covers the following topics. (1) General Probability: set notation and basic elements of probability, combinatorial probability, conditional probability and independent events, and Bayes Theorem. (2) Single-Variable Probability: binomial, geometric, hypergeometric, Poisson, uniform, exponential, gamma and normal distributions, cumulative distribution functions, mean, variance and standard deviation, moments and moment-generating functions, and Chebysheff Theorem. (3) Multi-Variable Probability: joint probability functions and joint density functions, joint cumulative distribution functions, central limit theorem, conditional and marginal probability, moments and moment-generating functions, variance, covariance and correlation, and transformations. (4) Application to problems in medical testing, insurance, political survey, social inequity, gaming, and other fields of interest.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal

Studies Goal(LS)

Prerequisite: MATH 211 Calculus II

MATH 340, Mathematical Modeling, 4 credits

Mathematical modeling is the investigation of real world phenomena using mathematical tools. This course includes topics such as dynamic and stochastic modeling (differential equations and discrete-time equations), as well as optimization modeling. Applications will include problems from such areas as the physical and biological sciences, business, and industry.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Other Information: Prerequisites: For Applied Mathematics Majors: MATH 320 Probability AND MATH 315 Linear Algebra and Applications. Prerequisites: For Mathematics Teaching Majors: MATH 215 Discrete Mathematics, MATH 315 Linear Algebra and Applications, and STAT 201 Statistics I. Students whose prerequisites are not identified by the system would contact the math department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 350, Ordinary Differential Equations, 4 credits

This course develops the more advanced mathematical tools necessary for an in-depth analysis of dynamic models. Topics include first order differential equations, first order systems, linear systems, nonlinear systems and numerical methods.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 315 Linear Algebra and Applications

Other Information: Note: Students whose prerequisites are not identified by the system would contact the Math Department for an override at MATH@metrostate.edu. First day attendance required except by instructor permission.

MATH 370, Modern Geometry, 4 credits

This course goes beyond the Euclidean Geometry typically taught in high schools. This is a modern approach to geometry based on the systematic use of transformations. It includes a study of some advanced concepts from Euclidean Geometry and then proceeds to examine a wide variety of other geometries, including Non-Euclidean and Projective Geometry. A working knowledge of vectors, matrices, and multivariable calculus is assumed.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: MATH 310 Calculus III: Multivariable Calculus

MATH 420, Numerical Analysis, 4 credits

This course addresses the theory and practice of numerical methods as they apply in various areas of mathematics. Possible topics include: numerical solutions of systems of linear and nonlinear equations, interpolation, numerical differentiation and integration, numerical solution of ordinary and partial differential equations.

Prerequisite: ICS 140 Computational Thinking with Programming or comparable programming experience. , MATH 211 Calculus II

MATH 450, Operations Research, 4 credits

The field of Operations Research studies the mathematical methods developed for solving problems in business, industry, and management science. Following a modeling approach, this course introduces selected topics such as linear programming, integer programming, game theory, Markov chains, and queuing theory.

Prerequisite: MATH 315 Linear Algebra and Applications

MATH 471, Abstract Algebra, 4 credits

By extending the familiar concepts of arithmetic, this course introduces abstract algebraic structures. Topics include an introduction to number theory; group theory, including the classification of all finite abelian groups; rings, integral domains, and fields.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: MATH 301 Introduction to Analysis , MATH 315 Linear Algebra and Applications

MATH 499, Mathematics Senior Seminar, 4 credits

This course integrates reading of the mathematical literature with presentation of student developed projects.

Prerequisite: MATH 471 Abstract Algebra

MDST

MDST 330, Topics in Film Studies, 4 credits

Subject matter for this course varies, as it is designed to allow in-depth analysis of unique topics relating to films and their audiences. Regular topics such as American Indians in Film, Women in Film, and Cinema as Literature are featured. Students should consult the Class Schedule for particular topics and descriptions. Some of the courses are cross-listed with other departments such as Ethnic Studies and Women's Studies.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Note: This course may be taken twice for credit as long as the topic is different.

MDST 333, Cinema in the Cities: , credits

Whether the well-known Sundance Film Festival, well-respected Cannes Film Festival or less-appreciated LUNAFEST, film festivals are celebrations of film and public relations devices fostering broader respect and wider dissemination of films of all genres and modes of production. By attending a local film festival (often the Minneapolis St. Paul International Film Festival) or several smaller film festivals students will gain an appreciation of the film festival experience and understand how festivals rely on film criticism to cultivate broader film appreciation, stimulate fan culture, emphasize auteur acculturation and contribute to social change. As students view films at the festival they will also develop acuity as film critics and hone their skills in creating film reviews in a variety of forms. ** Note: this is a variable credit course with credit range of 1 - 4.

Other Information: Lab fee-\$30.00. Prerequisite: 200-level writing course or the equivalent. Strong writing skills at the upper-division level are critical to student success in this course. Students will need to arrange their own transportation for the screenings.

MDST 350I, Media Studies Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 9.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

MDST 361, Visual Communication, 4 credits

Designed as an introduction to visual literacy, this course surveys many of the media formats that define today's image-dominant culture. Various examples of print advertising, photography, film, television and multimedia are explored; the focus is equally on principles and concepts from both the fine and applied arts, and draws from history as well as the present day.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

MDST 363, Children, Adolescents and the Media, 4 credits

This course examines the influence of television, radio, film and new media on children and the family. Students discuss the unique production considerations involved when producing a media program for children and explore the research on media literacy, media violence, advertising, education, online privacy, gender roles, new technology and the child's response to programming. Includes critical viewing of media programs produced for children on broadcast and cable television, video, radio, computer, feature films, video games as well as international programs for children.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

MDST 370, Contemporary Cinema, 4 credits

This course uses currently playing films as entry points into a study of wider issues around film as an art form, cultural phenomenon and industry. Students attend various screenings of Hollywood blockbusters, low-budget art films and experimental works, and then analyze them and their significance relative to topics in film theory and aesthetics.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Note: Students pay admission fees and parking at movie theaters. , Community Engagement

MDST 371, American Film: Tradition and Trends, 4 credits

This course surveys the development and growth of American popular film from the silent movies at the turn of the century through Hollywood's studio system to the modern age of the multiplex theater, home video and cable television productions. Using a variety of feature films, historical sources and critical essays, students explore how film recreates, reflects and influences American culture. Also, students gain a basic knowledge of the technology and language of film, and critical approaches to film study.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement

MDST 375, Women in Film, 4 credits

This course introduces students to early conventions of representing women's lives on film, tracing how those representations changed and expanded the 1930s to the present. Focusing on the genre of the woman's film, students will learn specific film analytic approaches and recognize how technical components of film-making affect narrative, character, subtext, and theme to influence how an audience responds to stories about women. The trajectory of the course ends in examining changes in the woman's film when representations of women become more diverse, and as more women participate in screenwriting and film-making. Assignments in the course will develop the student's ability to write critically about film, tying mechanical techniques to narrative analysis, using contemporary film theory to advance the student's own thesis on depictions of women in particular films.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Prerequisite: WRIT 231 Writing II , WRIT 261 Business Writing , WRIT 271 Technical Writing OR equivalent.

MDST 378, World Cinema, 4 credits

An opportunity for students to explore the world, world cultures and film traditions, and world issues through films from around the globe. The goal is to enrich students' film and cultural understanding of selected parts of the contemporary world.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Global Perspective Goal(08)

MDST 381, Video Game Culture, 4 credits

This course focuses on the myriad of cultures that surround video games, the largest entertainment industry and a powerful, influential social medium. Because of games'

role in both reflecting and creating cultural norms, they are a rich source for investigating the ways interactive and immersive technologies influence cultural and social perspectives. In this course, students will learn the history and evolution of video games, explore values in play, analyze gaming communities, and discover ways to think and interrogate the games industry through a critical lens. This course is part of the Game Studies Minor core.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Human Diversity Goal(07)

MDST 485, Communicating with New Media , 4 credits

This course is designed to provide students with the opportunity to effectively promote and advocate for events, organizations, or issues using a variety of social media and multi-media. Students will combine online writing (or blogging) with other forms of social networking and media (wikis, YouTube, Facebook, and/or Twitter) to build a comprehensive online initiative promoting a timely and relevant issue or event either of their choosing or provided by the instructor. Students will increase their knowledge of online rhetoric, audience research, planning for media events, script or treatment writing, and evaluation of communication programs.

Other Information: Community Engagement

MDST 520, Digital Storytelling, 4 credits

Digital storytelling is a growing area of multimodal communication that is part of a larger movement to empower communities and voices through the use of digital tools and platforms. Digital stories are short videos that combine narration, images (still and moving), sound effects, and music to tell a compelling story. Students will create two digital stories: a personal story and a story that promotes a cause or organization (e.g., a Kickstarter-style video). The process will include multiple rough cuts and a final version of each video, as well as extensive instructor and peer feedback.

Other Information: Prerequisites: 300-level MDST or WRIT course.

MDST 560, Writing for Television, 4 credits

This course focuses on the techniques of writing for television with an emphasis on examining the professional writing environment on a television program, the history and trends involved in television writing and creating professional quality scripts. Students should consult the Class Schedule for particular topics and descriptions which include situation comedy, drama and newswriting. Familiarity with script software and full attendance required.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

MDST 583, Online Education and Training, 4 credits

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: WRIT 372 Document and Information Design I and junior standing; Recommendation of WRIT 373 Writing and Designing for the Web I.

METR

METR 100, Getting Credit for What You Know, 1 credits

This one-credit course is designed for students who wish to examine the various options for gaining credits for learning outside the formal college or university classroom. Options explored include using military experience toward a degree, taking standardized tests in areas of your learning, earning credit from approved courses offered by business and human service agencies, pursuing assessment of prior experiential learning, and learning about Metropolitan State theory seminars. These options may not duplicate credit that you have already on a college transcript. In the class, students do a self assessment of their skills and abilities, write an educational goals statement, and identify ways to earn credit from non-classroom learning that are consistent with individual goals. Within the class, students will assemble the necessary evidence to directly pursue these alternative options of earning credit.

Other Information: Note: This course assists students in identifying areas of knowledge that may be evaluated as college-level learning, as well as preparing learning portfolios to build on previous non-college learning.

METR 101, Your Academic Journey, 3 credits

Students relatively new to university education or those returning to college after a number of years often find the transition difficult. This course is designed to introduce students to Metropolitan State and its academic programs and services. It also helps students self-assess their abilities and gain knowledge in important reading and writing skills, public speaking, listening skills, study skills, and critical thinking. The course provides a firm foundation for all university learning that follows. It is required of all newly-admitted students with less than 16 semester credits. Students with fewer than 30 semester credits, or students who have been away from college for some time, are also strongly encouraged to enroll.

MnTC (GELS): General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement , Note: Students must attend a New Student Orientation before taking this course. Attendance at the first class is required. Bring course text to first class meeting. It is strongly recommended that students registering for Metro 101 also register for section of INFS 115, because the two courses are complementary.

MGMT

MGMT 100, Introduction to Business, 3 credits

This course acquaints students with the American business system. Students learn about the environment of business including the economic, political/legal, socio/demographic, global, technological, and competitive aspects and how they impact organizations. In addition, the various functional areas of business are examined (marketing, management and finance). Students also consider the critical issues that face most contemporary business organizations (ethical/social issues, cultural diversity and global considerations).

MGMT 310, Management Principles and Practices, 4 credits

This course examines the historical and philosophical roots of management as well as current management theory and practices. The critical success factors leading to effective performance in the roles of planner, decision maker, organizer, leader, motivator, controller and manager of a diverse workforce in a changing environment are identified and evaluated.

Other Information: Prerequisite: Goal 1 writing requirement plus 30 credits must be satisfied.

MGMT 320, Organizational Behavior, 4 credits

This course focuses on the behavior of individuals and groups within diverse organizations and on organizational structure and processes. Topics include motivation, group development and dynamics, teamwork, communication, organizational structure, job design, stress, power, politics, conflict, and organizational culture.

Other Information: Recommended: MGMT 310 Management Principles and Practices.

MGMT 340, Managing Quality, 4 credits

This course examines several frameworks to the management of organizational excellence, including Deming Juran the Baldrige Award, ISO and Six Sigma. Topics include customer focus, leadership, management by fact, strategic planning, human resources, continuous improvement of processes and business results.

Prerequisite: MGMT 310 Management Principles and Practices , STAT 201 Statistics I or equivalent with instructor's consent.

MGMT 360, Managing a Diverse Workforce, 4 credits

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, legal environment and historical development of equal employment opportunity, affirmative action, and diversity 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. A significant amount of time will be focused on racism, origin of racism, and individual responsibility of racism.

MnTC (GELS): Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

MGMT 360T, Managing a Diverse Workforce Theory Seminar, 4 credits

This course focuses on policies and practices for effectively managing a diverse workforce in private, public and nonprofit organizations. The current context, legal environment and historical development of equal employment opportunity, affirmative action, and diversity 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.

MnTC (GELS): Human Diversity Goal(07)

MGMT 370, Hotel and Restaurant Chain Management, 4 credits

This course addresses the management policies and decisions made at the central headquarters as different from those at the individual properties. For example, location decisions, training, advertising strategies and many of the purchasing policies are made at the home office and communicated to the local properties for implementation.

Prerequisite: MGMT 310 Management Principles and Practices

MGMT 499, Case Studies in Strategic Management, 4 credits

This advanced course uses the case study approach to develop systems and techniques for analyzing the internal strengths and weaknesses of diverse organizations and the external environments in which they operate. Students craft strategies and develop implementation plans that apply organizational resources to opportunities and threats in its external environment. This course should be taken during the last semester of a student's program.

Prerequisite: FIN 390 Principles of Finance , MGMT 310 Management Principles and Practices , MKTG 300 Marketing Principles and a minimum of 90 earned credits.

Other Information: Note: Failure to successfully complete FIN 390, MGMT 310, and MKTG 300 by the date the semester begins will result in you being administratively dropped from the course.

MIS

MIS 100, Fundamentals of Information Technology in Organizations, 4 credits

This course is the first information technology foundation course in the College of Management. It focuses on the technology literacy, managerial and business problem solving dimensions of computer based information systems. It provides students with an introduction to the fundamental terminology of the hardware, software and the people involved with computer based information systems. The course includes hands on computer lab time to introduce students to word processing, database, spread sheet, and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

MnTC (GELS): General Education/Liberal Studies Elect. Goal(EL)

Other Information: Note: Microsoft Office 2016, or Microsoft Office 365, is required for this course. The software is available on computers in the library and installed in all campus labs for student use.

MIS 310, Principles of Management Information Systems, 4 credits

This course is designed to define the role of information systems in organizations, and in particular the roles of IS staff and end-users in developing and maintaining

computer systems. The managerial aspects and implications of databases, telecommunications, hardware, software and e-commerce are included. Special attention is given to management information systems theories in the organizational setting including: infrastructure, transaction processing, operational reporting, decision support systems and executive information systems. Also included are all phases of the systems development life cycle (SDLC) as well as alternative development methodologies. The course prototypically includes analysis of real world business cases and post-implementation audit report of a recently completed management information system. All students taking this class must have completed as a prerequisite the MIS 100 Fundamentals of Information Technology in Organizations course or its approved equivalent. Students should also note that this course is no longer offered as a theory seminar or as a prior learning experience, but students with significant prior work experience in the field of MIS are highly encouraged to take the internet study section for this course, which is appropriately more challenging.

Prerequisite: MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

Other Information: Note: Microsoft Office 2016, or Microsoft Office 365, is required for this course. The software is available on computers in the library and installed in all campus labs for student use. , Community Engagement

MIS 320, Information Systems Analysis and Design, 4 credits

This course presents approaches and methods for the analysis and design of IT applications. It also covers different methods for creating graphical models of IT project requirements. System development life cycle (SDLC) and alternate development approaches to information systems development are examined in detail. The course provides students with critical tools and representations (both traditional and object-oriented) for eliciting and documenting user requirements and for developing effective applications that meet organizational technology needs. Students work individually and in teams on assignments and projects. The roles of open source software, component based development and service oriented architecture in systems development are also examined.

Prerequisite: MIS 310 Principles of Management Information Systems

MIS 328, Applications Development I, 4 credits

This course provides an overview of applications development methods for managers of information systems. The course assumes no previous programming experience. The course develops elementary concepts of structured programming in the context of

a third generation programming language (typically C#) and then proceeds towards application design using .NET C#. Students learn to apply analytical concepts to translate common business problems into programs using proper design, structure, methodology, and syntax. Students are also exposed to release management and version control concepts in the Enterprise. The goal is to understand the management issues in programming and application development.

Prerequisite: MIS 310 Principles of Management Information Systems

MIS 329, Applications Development II, 4 credits

This course completes the overview of applications development methods for managers of information systems as begun in the MIS 328 (Applications Development I) course. Advanced features of applications development in Visual Basic are taught, including design prototypes, object-oriented components, code debugging techniques, and utilization of code libraries. Other topics include ADO, ODBC, OLE DB, Database connections with Access and MS SQL, Multiple Tiered application development, and comparisons between WAN and Web applications (with Javascript). The goal is to understand the entire application development process adequately to be able to manage the process.

Prerequisite: MIS 310 Principles of Management Information Systems , MIS 328 Applications Development I

Other Information: Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

MIS 335, Management and Use of Databases, 4 credits

Competence in management and use of organizational and external databases is a skill needed by all business people and critical to management information systems effectiveness, especially in the new era of "big data". This course teaches the development and accessing of internal and external information resources. Topics include: ensuring the availability of appropriate data; interrelating and applying data to typical business problems; normalized database design; protecting and managing information resources; scalability; and compatibility issues.

Prerequisite: MIS 310 Principles of Management Information Systems , MIS 320 Information Systems Analysis and Design

MIS 370, Retail Information Systems, 4 credits

This course examines the use of retail information systems applications at an advanced level to improve efficiency and effectiveness of retail stores and chain retailers. Topics covered include: Retail data configuration (the story of a sku),

Merchandise planning and IT, Purchasing & replenishment and IT, Role of IT in Merchandising and store operations, Post-season analytics. The course will prominently feature hands-on exercises with actual Retail management software. The software used may include Oracle Retail, SAP Retail, Microsoft Dynamics AX, etc.
Prerequisite: MIS 100 Fundamentals of Information Technology in Organizations

MIS 380, Business Intelligence and Analytics , 4 credits

Business Intelligence is the user-centered process of exploring data, data relationships and trends - thus helping to improve overall decision making for enterprises. This course addresses the iterative processes of accessing data (ideally stored in the enterprise data warehouse) and analyzing data in order to derive insights and communicate findings. Moreover, the course also addresses the use of software tools for analysis and visualization of data, especially report design along with the use of dashboards.

Prerequisite: MIS 310 Principles of Management Information Systems

Other Information: Recommended: MIS 320 and MIS 335.

MIS 412, Administration of the Management Information Systems Function, 4 credits

This is an alternate capstone course for MIS majors that emphasizes both the technical and strategic planning and as well as organization frameworks necessary to successfully select, deploy and manage information systems. Other areas of study include the roles of executive and staff, administrative structures, outsourcing decisions & outsourcing frameworks. Several IT management methodologies will be examined, including ITIL and COBIT. This course was formerly numbered MIS 312.

Prerequisite: MIS 310 Principles of Management Information Systems

Other Information: Note: This is a new alternate capstone course for the MIS major.

Prerequisite: All work in the MIS major must be completed prior to registration and a minimum of 90 earned credits.

MIS 450, MIS Auditing and Security Controls, 4 credits

This course is designed to present the elements of an integrated security compliance platform from a technical and legal perspective. Issues such as provide risk assessment, legal compliance, identity management, provisioning, access management, and monitoring and audit activities will be discussed.

Prerequisite: MIS 310 Principles of Management Information Systems

Other Information: Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

MIS 456, Supply Chain Information Systems, 4 credits

This course examines the role of information systems applications involved in supporting supply chain operations. Topics covered include electronic purchasing, RFQ, reverse auctions, B2B exchanges, warehouse management systems, bar coding / RFID, mobile solutions for distribution and field force automation, ERP, reverse logistics, equipment maintenance tracking systems, transportation/shipping management and GPS. The underlying technologies of EDI and XML are also examined. Special emphasis is placed on building analysis skills for the detailed assessment of vendor software solutions in the supply chain arena.

Prerequisite: MIS 310 Principles of Management Information Systems

Other Information: Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

MIS 459, ERP Systems , 4 credits

Introduction to ERP (Enterprise Resource Planning) systems, components/submodules of ERP, configuration of ERP, operation of ERP for logistics and manufacturing (MRP), the ERP life cycle and the cash-to-cash cycle, the pros and cons ERP systems as well as the risk factors that go into success or failure for ERP implementations, Open Source ERP software options.

Prerequisite: MIS 310 Principles of Management Information Systems , MIS 320 Information Systems Analysis and Design

Other Information: Note: Completion of COM Foundation courses (MIS 100, Math 115, Stat 201, Econ 201, ECON 202 Acct 210).

MIS 462, Management of Distributed Computing, 4 credits

Managers need to know how to manage the diverse distributed computing environments in which they work, and leverage the opportunities these architectures provide. Integration of data and users, graphics and telephony are illustrated through emphases on client/server and N-Tier architectures, Internet, intranet/extranet, groupware, mobile, cloud and other technologies. This elective course reviews state-of-the-art technologies in each of the basic software and hardware arenas, while emphasizing management models and higher-level analysis, including the relationship with general database strategy and data warehousing. Practical projects are assigned, giving students real-world opportunities to use the tools to enhance their work and build productivity. Theory and models are taught with a management perspective as

opposed to platform-specific training. Participants are asked to complete a comprehensive and applied class project and final exam.

Prerequisite: MIS 310 Principles of Management Information Systems

Other Information: Recommended: Completion of all MIS Tier One courses (MIS 320, 328, 335 and 467) before taking this course.

MIS 467, Telecommunications and Internet Management, 4 credits

This course explores the range of available network and 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 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. The widespread use of mobile technologies, the cloud and the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

Prerequisite: MIS 310 Principles of Management Information Systems

MIS 499, MIS Capstone, 4 credits

This course is designed to help students integrate the concepts and themes from the courses in the MIS major into a comprehensive experience in which these concepts are applied. The MIS capstone course is the final course taken in the MIS major and therefore students must complete all other required coursework and elective coursework in the MIS major before registering since the course is planned to be the final one in the major. *Prerequisite:* All work in the MIS major must be completed prior to registration.

Other Information: *Prerequisite:* All work in the MIS major must be completed prior to registration and a minimum of 90 earned credits.

MKTG

MKTG 300, Marketing Principles, 4 credits

This course surveys factors that marketing managers take into account when creating a marketing plan, including consumer behavior principles, market segmentation, product life cycle, packaging, branding, pricing, advertising, sales promotion, public relations, personal selling, product distribution methods and key laws affecting

marketing practices. The course takes a practical approach to explaining how to identify marketing objectives and determine strategies for reaching them. It is useful to general business students, students who plan marketing management or marketing communications careers and those who wish to be better informed consumers. This course is also offered online. Prerequisite: Goal 1 writing requirement plus 30 credits must be satisfied.

Other Information: Prerequisite: Goal 1 writing requirement plus 30 credits must be satisfied.

MKTG 310, Consumer and Professional Buyer Behavior, 4 credits

This course is designed to give both marketing management and marketing communications students an opportunity to study principles of the behavioral sciences of psychology, sociology and anthropology, and how they are used in creating marketing and communications plans aimed at consumer or professional buyers. Specific topics include perception processes, lifestyle analysis, personality, psychographics, motivational analysis and the influence of groups on their members' buying behaviors.

Prerequisite: MKTG 300 Marketing Principles

Other Information: Prerequisite: Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

MKTG 343, Integrated Marketing Communications, 4 credits

This course teaches a strategic approach to understanding and executing the full array of marketing communications. Topics include the essential role of integrated marketing communications (IMC) within the marketing function, product and service positioning, and the advantages, disadvantages and uses of various promotional tools such as advertising, sales promotion, publicity, public relations, personal selling and direct marketing. Special attention will be given to the constant changing role of interactive media. The course will focus on the process of developing effective IMC strategies that satisfy both promotional objectives and marketing goals, and developing an IMC plan.

Prerequisite: MKTG 300 Marketing Principles

Other Information: Prerequisite: Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

MKTG 348, Advertising Copywriting, Design and Production, 4 credits

In advertising and marketing today copywriting is more important than ever. Effective copy needs to cut through the clutter, whether it's used for ads, social media, web sites, email blasts, video scripts, direct mail or brochures. The focus of this course is learning how to write compelling copy, incorporating positioning, creative briefs, research, features and benefits, creation of an advertising premise and copy organization. Writers are often expected to do it all, so the course also covers design basics and production terminology and practices.

Other Information: Prerequisite: Goal I: Communication - Part I Writing.

MKTG 420, Marketing Research, 4 credits

This course examines the processes and techniques used in gathering, analyzing and reporting information that forms the basis for managerial and marketing decision making. The course content includes the study of both secondary research methods and primary research methods, with the emphasis on survey methods. There is a strong statistical analysis component, and students learn to use SPSS, statistical software used extensively in organizations that perform quantitative research. Students design and implement a marketing research study.

Prerequisite: MKTG 300 Marketing Principles , STAT 201 Statistics I Note: If you have not satisfied the pre-requisite of STATS 201 prior to registering for this course, you can take STATS 201 concurrently with this course with instructor's consent.

Other Information: Prerequisite: Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

MKTG 449, Fundamentals of Purchasing Management, 2 credits

This course acquaints students wishing to explore career opportunities in professional purchasing. It explains the functions of the professional purchasing manager, the contributions of purchasing to organizational goals, purchasing systems and controls, supplier selection procedures, and performance evaluation of purchasing personnel.

MKTG 451, Materials Management, 2 credits

This course focuses on 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 455, Logistics in Supply Chain, 4 credits

This course examines those activities involved in planning, implementing and controlling the flows of raw materials, in-process inventories, and finished goods from the points of origin to the points of consumption at the lowest total cost. Topics covered include enterprise resource planning; forecasting; inventory management; transportation modes, services and rates; warehousing; information systems; performance measurement; quality; materials handling; customer services; and the overall management of logistical functions. The computerized information programs intending to support the management functions are also treated. Special emphasis is placed on building business analysis skills to assess the feasibility and cost benefit of its functions to support logistics operations.

Other Information: Recommended: MKTG 300 Marketing Principles.

MKTG 480, International Marketing, 4 credits

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.

MnTC (GELS): Global Perspective Goal(08)

Prerequisite: MKTG 300 Marketing Principles or equivalent with instructor's consent.

Other Information: Prerequisite: Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

MKTG 490, Issues in Marketing, 4 credits

This course is positioned as the capstone for marketing majors. Students critically examine contemporary issues in marketing including brand strategy, consumer behavior, marketing communications, pricing, positioning, the marketing of services, interactive marketing, and ethical issues in marketing. Students analyze case studies and read articles from a wide variety of business journals and texts. Special emphasis is placed on developing analytical skills and business writing and presentation skills.

Emphasis is placed on understanding complex marketing situations, drawing conclusions, and making sound marketing recommendations.

Prerequisite: MKTG 300 Marketing Principles , MKTG 310 Consumer and Professional Buyer Behavior , MKTG 343 Integrated Marketing Communications AND a minimum of 90 credits.

Other Information: Prerequisite: Goal I: Communication - Part I Writing, plus 30 credits must be satisfied.

MUSC

MUSC 133, Class Guitar I, 4 credits

This course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates beginning and advanced beginning students. Students study hand positions, fingering techniques, music notations and other fundamentals. They are introduced to a variety of musical styles and have an opportunity to concentrate on one particular style. Students also basic music theory and guitar history, Students must have access to a guitar. Students may register twice for credit.

MnTC (GELS): Humanities/Fine Arts Goal(06)

MUSC 333, Applied Guitar Study, 4 credits

This private study course is designed for students who wish to learn to play the steel string or classic acoustic guitar. It accommodates advanced beginners, intermediate and advanced players. 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. Students may register six times for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Note: Students may register six times for credit.

MUSC 350I, Music Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and

may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 9.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

NSCI

NSCI 201, Minnesota Ecology and Conservation Biology , 4 credits

An introduction to the science of conservation biology applied to the ecology of Minnesota, focusing on Minnesota's natural ecosystems and the connections between humans and the environment. Lab activities vary with the season and the instructor's expertise. Field trips to forest, prairie and/or wetland ecosystems are a required part of class; check the class schedule for the dates and times of field trips. Includes lab.

Intended for general education students.

MnTC (GELS): Natural Science Goal(03) , People/Environment Goal(10)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , WRIT 131 Writing I , WRIT 131 Writing I , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test. , WRIT 131 Writing I

Other Information: Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both NSCI 201 Nature Study and NSCI 201 Minnesota Ecology and Conservation Biology.

NSCI 204, Environmental Science, 4 credits

An introduction to environmental science and the range of environmental issues that affect people on a global, local and personal level. Topics include drinking water supply, wastewater treatment, solid and hazardous waste management, air pollution, acid rain, global warming and home environmental audits. Includes lab. Intended for general education students.

MnTC (GELS): Natural Science Goal(03) , People/Environment Goal(10)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Overlap: Student cannot receive credit for both NATH 204

Environmental Science and NSCI 204 Environmental Science. Note: First day attendance required except by instructor permission.

NURS

NURS 002, School of Nursing Advising and Clinical Coordination, 0 credits

This course is to be used in the cohort advising model to provide students with a variety of information throughout their program. All pre-practicum information and background study information will be found here as well as other advising resources. Multiple members of SON will use this course as a communication mechanism and to collect required paperwork. The audit grade will be given after students have started their background study and pre-practicum requirements. However, the course will remain active throughout the student's program.

Other Information: Fee: \$55 Certified Background Profile and Background Study.

Note: All nursing students in the first semester of their cohort must register for this course in their designated section.

NURS 270, Foundations of Nursing: Health Promotion, 9 credits

This course introduces the student to the role of the professional nurse. The emphasis on health promotion across the lifespan includes learning about self-health, as well as holistic client health practices. Students learn to access and apply research evidence to guide safe preventative care. The student will incorporate communication and growth and development theory in a caring and culturally sensitive manner. The student will work as an ethical member of multi-disciplinary teams giving and receiving feedback about performance and use reflective thinking about their practice. Within the context of the nursing process, populations studied will include children, adults, older adults and the family experiencing a normal pregnancy.

Corequisite: NURS 275 Nutrition and the Role of the Professional Nurse

Other Information: Prerequisite: Admitted to the MANE-BSN program.

NURS 275, Nutrition and the Role of the Professional Nurse, 2 credits

This course introduces the student to the role of the nurse in promoting and supporting nutritional health. Emphasis is on the role nutrition plays in health

promotion/prevention of illness, recovery from acute illness and/or management of chronic illness. Students learn to access evidence to support healthy nutritional choices that reduce risk factors for disease and/or illness across the lifespan. Students explore how culture, ethnicity, socio-economic status, nutritional trends and controversies, and integrative therapies influence the nutritional health of the client.

Corequisite: NURS 270 Foundations of Nursing: Health Promotion

Other Information: Prerequisite: Admitted to the MANE-BSN program. Co-requisites: NURS 270 OR NURS 272.

NURS 280, Chronic and Palliative Care, 7 credits

This course focuses on the nursing care of clients experiencing chronic illness and/or end of life. Emphasis is placed on understanding the lived experience of clients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Evidence-based practice is used to support appropriate focused assessments and management of care of clients experiencing concurrent illnesses/co-morbidities.

Prerequisite: NURS 270 Foundations of Nursing: Health Promotion , NURS 275 Nutrition and the Role of the Professional Nurse , NURS 272 Transition to the Role of the Professional Nurse

Other Information: Corequisite: NURS 282 AND NURS 285.

NURS 282, Pharmacology and the Role of the Nurse, 3 credits

This course introduces theoretical concepts that enable students to provide safe and effective care related to pharmaceuticals and natural products to diverse clients across the lifespan. A framework is presented for approaching the study of pharmacotherapeutics including pharmaceutical research and regulation, quality and safety, major drug classifications, and clinical management.

Prerequisite: NURS 270 Foundations of Nursing: Health Promotion , NURS 275 Nutrition and the Role of the Professional Nurse , NURS 272 Transition to the Role of the Professional Nurse

Other Information: Corequisite: NURS 280 AND NURS 285.

NURS 285, Applied Pathophysiology for Nursing I, 2 credits

This course introduces a holistic perspective of pathophysiological processes and the disruption in normal body function. Emphasis will be on objective and subjective manifestations of common chronic health problems resulting from environmental, genetic, and stress-related maladaptation to provide a foundation for nursing care.

This course complements selected topics addressed in Chronicity and End of Life to provide a comprehensive understanding of disease processes.

Prerequisite: NURS 270 Foundations of Nursing: Health Promotion , NURS 275 Nutrition and the Role of the Professional Nurse , NURS 272 Transition to the Role of the Professional Nurse

Other Information: Corequisite: NURS 208 AND NURS 282.

NURS 301, Theoretical Foundations for Nursing Practice, 3 credits

This course examines the theoretical foundation for the practice of professional nursing with emphasis on the values and theoretical perspectives that support practice. A holistic framework is introduced with emphasis on the application of Modeling and Role-Modeling theory. The concepts of nurturing, facilitating, healing, and transformational self-care are emphasized.

Other Information: Co-requisites NURS 302 AND NURS 446.

NURS 302, Introduction to Baccalaureate Nursing, 1 credits

This course builds on the registered nurse's previous knowledge and experiences and provides an overview of concepts basic to the development as a baccalaureate prepared nurse. Course content includes exploring many of the roles of the baccalaureate-prepared nurse and one's own professional development.

Other Information: Prerequisites: Admission to RN-BSN program.

NURS 304, Fundamental Concepts of Professional Nursing, 5 credits

This course introduces students to the concepts and skills that serve as a foundation for professional nursing practice. A holistic framework for practice, grounded in Modeling and Role-Modeling theory, is utilized to examine factors affecting the health of diverse and vulnerable populations. Clinical decision making skills are practiced in simulated settings.

NURS 306, Essential Concepts of Pharmacology I, 1 credits

This course introduces the student to essential concepts of nursing management of drug therapy across the lifespan. Students will apply core drug knowledge, safety principles, and understanding of core patient variables within simulated and actual cases
Competence Statement: Knows the introductory core drug knowledge well

enough to safely apply the nursing process to simulated and actual scenarios.

Other Information: Prerequisite: Admitted to EL-MSN program.

NURS 307, Integrative Nursing Care, 2 credits

This course focuses on foundational aspects of integrative nursing care to promote holistic health and wellness. A theoretical basis for integrative care is explored. The inter-relationships of important concepts are utilized to identify methods for creating optimal healing environments for clients. Students evaluate evidence related to integrative therapies and explore strategies for implementing appropriate integrative approaches to clinical practice and self-care.

NURS 309, Holistic Nursing Care of the Adult I, 3 credits

This course focuses on the foundational principles of holistic nursing care of adults throughout the health/illness continuum. Students will utilize principles of evidence-based practice, theory, and holism during the assessment, planning, implementation, and evaluation of case-based nursing care. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in diverse persons and populations.

NURS 325, Health Assessment, 2 credits

This course focuses on the student's ability to perform a comprehensive health history and physical examination. This skill enhances the student's ability to model the client's world, which is central to effective intervention. The development of a holistic database reflecting an understanding of developmental, sociocultural, environmental, sexual and family influences is emphasized. Further emphasis is on the development of cultural competence, communication skills and health promotion. History and physical examination skills focus on the identification of normal patterns and functions across the lifespan.

NURS 335, Introduction to Evidence-Based Practice, 3 credits

This course focuses on research as a basis for developing nursing as a discipline and for improving the practice of professional nursing. The historical development of nursing research and theory are reviewed. The usefulness of theory as a guide for practice and research is emphasized. Ethical issues surrounding the use of human subjects in research are explored. Emphasis is placed on assisting students to become

effective consumers of research, the process for utilization of research in practice, and the development of evidence-based nursing practice.

NURS 361, Acute and Complex Care, 7 credits

This course focuses on the nursing care of clients experiencing acute disruptions of health and/or end of life issues. Emphasis is placed on understanding and application of theory and skills required to provide nursing care to clients with complex and/or unstable conditions. Evidence-based practice is used to support appropriate focused assessments, and effective, efficient nursing interventions. Knowledge of life span, developmental factors, cultural variables and legal aspects of care guide the ethical decision making in delivery of care.

Prerequisite: NURS 280 Chronic and Palliative Care , NURS 282 Pharmacology and the Role of the Nurse , NURS 285 Applied Pathophysiology for Nursing I

Other Information: Corequisite: NURS 362 AND NURS 364.

NURS 362, Applied Pathophysiology for Nursing II, 2 credits

This course will facilitate ongoing critical thinking and analysis of pathophysiological concepts. Emphasis will be on interpretation and prioritization of data resulting from environmental, genetic, and stress-related maladaptations. This course complements the selected topics addressed in Acute & Complex Care to provide a comprehensive understanding of disease processes.

Prerequisite: NURS 280 Chronic and Palliative Care , NURS 282 Pharmacology and the Role of the Nurse , NURS 285 Applied Pathophysiology for Nursing I

Other Information: Corequisites: NURS 361 AND NURS 364.

NURS 364, Nursing Leadership I, 3 credits

This course focuses on prioritization, delegation, and supervision of nursing care of clients across the lifespan. Healthcare policy, finance, and regulatory environment issues are analyzed. Emphasis is on planning, collaborating and coordinating care for individuals and groups across the care continuum.

Prerequisite: NURS 280 Chronic and Palliative Care , NURS 282 Pharmacology and the Role of the Nurse , NURS 285 Applied Pathophysiology for Nursing I

Other Information: Corequisites: NURS 361 AND NURS 362.

NURS 400P, Intensive Practicum I, 2 credits

A clinical course which focuses on the application and integration of healthcare and nursing concepts, assessment skills and interventions necessary to provide basic safe and effective holistic nursing care to adults with acute, chronic, and traumatic conditions. Emphasis is placed on the examination of dynamic interrelationships between professional practice and the health and wellbeing of diverse persons and populations. Clinical experiences will occur on adult medical-surgical units with a focus on clinical decision-making and fundamental nursing skills.

NURS 404, Essential Concepts of Pharmacology II, 1 credits

This course builds on the content presented in NURS 306. Students will apply core drug knowledge to major classes of medications prescribed for adults and older adults.

Other Information: Note: This course is for ELMSN students only.

NURS 405, Essential Concepts of Pharmacology III, 1 credits

This course builds on the content presented in NURS 306 and NURS 404. Students will apply core drug knowledge, safety principles and core patient variables to major drug classes prescribed for specialty populations with complex health needs (child-bearing women, infants, children and adult clients with psychiatric conditions).

Competence Statement: Knows the core drug knowledge for classes of medications well enough to safely apply the nursing process to simulated and actual patient scenarios in specialty populations with complex health needs.

Prerequisite: NURS 400P Intensive Practicum I , NURS 409 Holistic Nursing Care of Women, Children, and Families

NURS 406, Nursing Care of the Family, 4 credits

This course focuses on holistic nursing care of families across the lifespan. Emphasis is on application of multiple theories relevant to families experiencing transitions. Relationships between genetics and genomics to family health are discussed. Students provide care to families utilizing evidence-based nursing practice.

Prerequisite: NURS 361 Acute and Complex Care , NURS 362 Applied Pathophysiology for Nursing II , NURS 364 Nursing Leadership I OR equivalent.

Other Information: Prerequisite: Admitted to the MANE-BSN program; NURS 361 AND NURS 362 AND NURS 364 OR equivalent. Corequisites: NURS 416.

NURS 407, Family Health Nursing, 4 credits

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 sociocultural 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 work with a family whose cultural, racial or lifestyle background is different from their own. Graduate students evaluate the effectiveness of family nursing interventions. Graduate students will evaluate the effectiveness of family nursing intervention.

Other Information: Requirement: Admitted B.S.N. student or instructor's consent. ,
Community Engagement

NURS 409, Holistic Nursing Care of Women, Children, and Families, 4 credits

This course focuses on the holistic nursing care of women during childbearing, children, and families. Students will utilize principles of evidence based practice, theory, and holism in simulation and didactic experiences. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in women during childbearing, children, and families.

NURS 410, Applied Pathophysiology, 3 credits

This course introduces the nursing student to human pathophysiology and disruptions in homeostasis resulting in, or as a result of, alterations in tissue or organ function due to genetic, genomic, cellular, biochemical, structural or environmental causes. Topics focus on select conditions or diseases linked to physiological systems (respiratory, cardiovascular, neurological, gastrointestinal, renal, endocrine, immune/inflammatory, hematological, and skeletal/integumentary) that occur throughout the lifespan. Emphasis is placed on integrating pathophysiology, clinical presentation, therapeutic modalities and nursing interventions for effective clinical nursing practice.

NURS 414, Geriatric Nursing, 2 credits

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. Additional focus is on end-of-life care and ethical dilemmas related to the aged population. Current theories of aging are examined.

Other Information: Community Engagement

NURS 416, Epidemiology in Nursing, 3 credits

This course examines the scientific principles and the conceptual framework of epidemiology. Students interpret scientific research as it pertains to health and disease at the population level. Students gain an understanding of epidemiology as the science of public health nursing by examining the range of health issues.

Prerequisite: NURS 361 Acute and Complex Care , NURS 362 Applied Pathophysiology for Nursing II , NURS 364 Nursing Leadership I OR equivalent.

Other Information: Prerequisite: Admitted to the MANE-BSN program; NURS 361 AND NURS 362 AND NURS 364 OR equivalent. Corequisites: NURS 406.

NURS 420, Lifespan Transitions: Aging and Health, 4 credits

This course focuses on holistic nursing care of clients experiencing transitions related to aging and alterations in health across the lifespan. Cultural and social conceptualizations of health and illness, and their impact on the planning and delivery of nursing care, will be explored. Emphasis will be placed on the role that poverty, racism, and trauma play in health and chronic illness. Ethical issues related to advocacy and the utilization of culturally responsive ethical approaches are addressed.

Prerequisite: NURS 335 Introduction to Evidence-Based Practice

Other Information: Note: This course is reserved for students in the RN-BSN St. Paul Monday cohort.

NURS 446, Nursing Informatics, 2 credits

This course expands on foundational knowledge of nursing informatics with emphasis on how technology can be used as a tool to improve client care in a variety of settings. The role of the baccalaureate prepared nurse in evaluating information systems in a variety of practice settings is examined. The issues of ethics, ergonomics, and nursing workflow as they relate to nursing informatics are explored.

Other Information: Prerequisite: Admitted to the MANE-BSN program AND NURS 406 AND NURS 416 OR Nursing RN to BSN program. Corequisites: NURS 459 AND NURS 464 OR NURS 301 AND NURS 414.

NURS 456, Community Health Nursing, 4 credits

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.

Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on prevalent population-based health issues.

Prerequisite: NURS 307 Integrative Nursing Care , NURS 420 Lifespan Transitions: Aging and Health

Other Information: Community Engagement , Note: First day class is mandatory.

NURS 456P, Community Health Nursing Practicum, 2 credits

The clinical experience in this course focuses on application of concepts of community health nursing in diverse community settings, emphasizing primary prevention, health promotion and cultural competence within the holistic framework. Students must register concurrently for NURS 456 Community Health Nursing.

Other Information: Community Engagement

NURS 459, Population Based Care, 7 credits

This course prepares students in the practice of community and public health nursing. Students synthesize knowledge from nursing, public health and the social sciences to provide holistic care with community as client. Emphasis is on prevalent population-based health issues.

Prerequisite: NURS 406 Nursing Care of the Family , NURS 416 Epidemiology in Nursing

Other Information: Prerequisite: Admitted to the MANE-BSN program. Corequisites: NURS 446 AND NURS 464.

NURS 460, Mental Health Nursing, 3 credits

This course focuses on the holistic care of clients experiencing mental health challenges. Psychiatric disorders, populations at risk, and the continuum of care delivery are addressed. Emphasis will be placed on the application of assessment skills and nursing interventions relating to psychiatric clinical conditions through didactic and simulation experiences. The effects of ethical, legal, cultural, and political factors on care of the mentally ill are examined. The Healing through Caring theoretical model is used as the basis for planning, implementing, and evaluating nursing care.

NURS 462, Holistic Nursing Care of the Adult II, 2 credits

This course focuses on the advanced principles of holistic nursing care of adults throughout the health/illness continuum. Students will utilize principles of evidence based practice, theory, and holism during the assessment, planning, implementation, and evaluation of case based nursing care. Emphasis will be placed on health promotion, illness prevention, and management of alterations of health and wellness in diverse persons and complex populations.

NURS 464, Nursing Leadership II, 4 credits

This course reinforces and expands leadership concepts introduced in previous courses and focuses on how nursing leadership influences client care and practice in the larger health care delivery system. Emphasis is on use of outcome data to evaluate care delivery systems and to propose performance improvement initiatives, considering enduring practice issues, policy debates and historical solutions.

Prerequisite: NURS 406 Nursing Care of the Family , NURS 416 Epidemiology in Nursing

Other Information: Prerequisite: Admitted to the MANE-BSN program. Corequisites: NURS 446 AND NURS 459.

NURS 465, Leadership and Management in Nursing, 4 credits

This course focuses on individual development necessary to prepare nurses to act as leaders and advocates in a variety of health care environments. Students will analyze and apply the roles of the baccalaureate prepared generalist nurse within systems utilizing a holistic, theoretical, and evidence based perspective.

NURS 485, Global Health Perspectives for Nursing, 3 credits

This course examines global health issues that influence the delivery of holistic care at the local, national and global level. Emphasis is on recognition of the global, cultural, and societal factors that influence care at the local level. Theoretical frameworks are presented to guide planning of global health care delivery. The role of nursing in advocating for culturally responsive care of diverse and vulnerable populations is examined. Students are challenged to define themselves as global citizens.

Prerequisite: NURS 459 Population Based Care , NURS 464 Nursing Leadership II

Other Information: Prerequisite: Admitted to the MANE-BSN program. Corequisite: NURS 490.

NURS 490, Integrative Seminar and Practicum , 7 credits

This clinical practicum course provides a bridge for the role transition from student to baccalaureate nurse generalist. Emphasis is placed on synthesizing theories, principles, concepts, and skills from nursing and other disciplines as a basis for implementing and evaluating holistic nursing care within systems and to diverse populations across the lifespan. This course may include seminar, self-directed study, service learning, simulation and clinical learning experiences.

Prerequisite: NURS 459 Population Based Care , NURS 464 Nursing Leadership II

Other Information: Corequisite: NURS 485.

NURS 495, Nursing Capstone Seminar, 2 credits

This capstone seminar focuses on synthesizing theories, principles, models, and skills from nursing, other disciplines, and the arts and sciences. Emphasis is placed on Modeling and Role-Modeling theory as a basis for implementing holistic nursing care directed toward healing in the human health experience. Students demonstrate integration of theory through student-led seminars and the completion of a capstone project.

NURS 499, Special Topics in Nursing, credits

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 undergraduate 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. ** Note: this is a variable credit course with credit range of 1 - 6. **
Note: this is a variable credit course with credit range of 1 - 6.

NURS 520, Foundations of WOC Nursing, .5 credits

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. Note:

Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments each week.

NURS 521, WOC Nursing, Skin and Wound Management, 3 credits

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 permission. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments each week.

NURS 521P, WOC Nursing, Skin and Wound Management Practicum, .5 credits

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. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course includes a practicum component. Students arrange the practicum in their own community with the approval of webWOCnursing Education Program. If there is a fee required, the fee is the student's responsibility.

NURS 522, WOC Nursing, Ostomies and Continent Diversion, 3 credits

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. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments each week.

NURS 522P, WOC Nursing, Ostomies and Continent Diversions Practicum, .5 credits

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. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course includes a practicum component. Students arrange the practicum in their own community with the approval of webWOCnursing Education Program. If there is a fee required, the fee is the student's responsibility.

NURS 523, WOC Nursing, Bowel and Bladder Continence, 3 credits

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. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments each week.

NURS 523P, WOC Nursing, Bowel and Bladder Continence Practicum, .5 credits

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. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course includes a practicum component. Students arrange the practicum in their own community with the approval of webWOCnursing Education Program. If there is a fee required, the fee is the student's responsibility.

NURS 529P, WOC Wound Practicum Portfolio Evaluation, .5 credits

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: NURS 520 Foundations of WOC Nursing , NURS 521G WOC Nursing, Skin and Wound Management Admitted student or instructor's consent and completion of the required minimum of 50 hours of wound care, including 10 hours in role development with a qualified preceptor. , NURS 520G Foundations of WOC Nursing , NURS 521 WOC Nursing, Skin and Wound Management

Other Information: Prerequisite: Admitted MSN student or instructor's consent. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course follows the completion of practicum hours with a qualified preceptor.

NURS 531P, WOC Ostomy and Continent Diversions Practicum Portfolio Evaluation, .5 credits

This course is an assessment of prior learning to validate specialty nursing competency in the care of the patient with an ostomy or continent diversion. Emphasis is placed on mastering entry level skills and integrating knowledge of pathophysiology into effective care of the patient with an ostomy or continent diversion. Following the completion of the prerequisite courses and requirements, learner submits material for review to validate completion of the course objectives.

Prerequisite: NURS 520 Foundations of WOC Nursing , NURS 522G WOC Nursing, Ostomies and Continent Diversion Admitted student or instructor's consent and completion of the required minimum of 50 hours of ostomy care, including 10 hours in role development with a qualified preceptor. , NURS 520G Foundations of WOC Nursing , NURS 522 WOC Nursing, Ostomies and Continent Diversion

Other Information: Prerequisite: Admitted MSN student or instructor's consent. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course follows the completion of practicum hours with a qualified preceptor.

NURS 532P, WOC Bowel and Bladder Continence Practicum Portfolio, .5 credits

This course is an assessment of prior learning to validate specialty nursing competency in the care of the patient with bowel or bladder control problems. Emphasis is placed on mastering entry level skills and integrating knowledge of pathophysiology into effective care of the patient with bowel or bladder incontinence. Following the completion of the prerequisite courses and requirements, learner submits material for review to validate completion of the course objectives.

Prerequisite: NURS 520 Foundations of WOC Nursing , NURS 523G WOC Nursing, Bowel and Bladder Continence Admitted student or instructor's consent and completion of the required minimum of 50 hours of continence care, including 10 hours in role development with a qualified preceptor. , NURS 520G Foundations of WOC Nursing , NURS 523 WOC Nursing, Bowel and Bladder Continence

Other Information: Prerequisite: Admitted MSN student or instructor's consent. Note: Course offered through our partners webWOCnursing Education Program. Special tuition applies; visit www.webWOCnurse.com for program and tuition information. There are required online activities and assignments. This course follows the completion of practicum hours with a qualified preceptor.

PFIN

PFIN 101, Personal Finance and Investing, 3 credits

People make financial decisions daily and, with increasing frequency, decisions affecting their long-term financial well-being. This course provides an introduction to the world of personal investing and finance including the formulation of intelligent and practical investment and personal financial plans.

PHIL

PHIL 100, Multicultural Introduction to Philosophy, 4 credits

Have you ever wondered how people from different cultures think about important life questions differently from one country or culture to the next? How do different cultures understand life's meaning? How do different cultures understand the nature of death? How do people in different cultures make sense of their place in the world? How do they see their moral responsibilities to one another? Through philosophical readings from a wide variety of cultures, this course explores these and other questions of inter-cultural philosophical significance. You will leave the course with a greater understanding of how people from a variety of cultures attempt to answer these important life questions.

MnTC (GELS): Humanities/Fine Arts Goal(06)

PHIL 102, Philosophy, Film and the Meaning of Life, 4 credits

Does human life have a meaning? If so, where or how can it be found? How should one live? What kind of people should we want to be? How does the nature of one's community and one's position in it affect one's answers to these questions? Do only certain kinds of communities offer opportunities for a good life? This course uses movies and philosophical essays from classical and contemporary sources to discuss these and other matters concerning life's meaning.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 105, Views of Human Nature, 3 credits

This course introduces students to persistent questions concerning what it means to be human. Is there such a thing as human nature? If so, what is it? How have different cultures and different periods of history understood the nature of human nature? What are the moral and social consequences of accepting various answers to these questions? The course examines how these issues have been addressed within European, American, Asian, Indian and Middle Eastern philosophical traditions.
MnTC (GELS): Humanities/Fine Arts Goal(06)

PHIL 204, Introduction to Symbolic Logic, 4 credits

Symbolic logic uses formal methods in order to study the properties of arguments in a precise and rigorous manner. In this course, we learn about both the propositional calculus, which deals with the logical relations that hold among whole propositions, and the predicate calculus, a system which allows more precise analysis of linguistic structure. The course will focus on both translation of natural languages into symbolic form, and proofs using natural deduction.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

PHIL 301, Ethical Inquiry, 4 credits

What does it mean to be an ethical person? What thinking should guide a person's decisions about doing (or not doing) what is right or wrong? Can we know when something is right or wrong or this only a matter of personal feeling? Do the affluent have moral duties to help the poor of the world with their plight? This course explores these questions and others like them, using a variety of philosophical materials and approaches. It examines major moral theories and related moral dilemmas concerning, for example abortion, economic justice, war and morality, and the moral status of animals. This course also examines ideas about how race, class and gender may affect concepts of ethics.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 303, Principles of Inquiry: Ways of Knowing, 4 credits

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 there 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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

PHIL 306, Philosophy and Sexuality, 4 credits

This introductory course explores the most basic ideas about human sexuality and sexual identity: What does it mean to be a woman or a man? What does it mean to have a sexual identity? Is there such a thing as "normal" sex? How has sexuality been socially regulated in the past and how is it currently regulated? How can people evaluate such "regulations"? How do ideas about sexuality influence gender, ethnic, racial and other stereotypes? What sorts of ideas do people have about the nature of their bodies? Students develop basic philosophical skills in order to sort out these questions. Topics usually include: eroticism, desire, homophobia, sexual violence, pornography, prostitution, and sexual imagery in popular culture, love and romance.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

PHIL 310, Environmental Philosophy, 4 credits

In this course we use various philosophical approaches to explore the relations among persons, non-human animals and the worlds they inhabit separately and together. We will look closely at the grounds for claiming that we have obligations and duties in relation to non-human animals and the environment, as well as the ways in which these relations provide inspiration, companionship, solace and love. Topics may include: environmental justice and the disposal of electronic waste; animals and factory farming; the real cost of cheap consumer goods; the historical evolution of the concept of environment protection, of a land ethic, and of the development of natural parks; human stewardship; the possibility that natural creatures have a value that is independent of human benefit and whether it makes sense to grant them legal standing; global climate change; the connections between feminism and environmental ethics; the population time bomb and current responses; green politics;

the role of scientific expertise in a democratic society; shallow vs deep environmental movements.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , People/Environment Goal(10)

PHIL 320, Business Ethics, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 321, Medical Ethics, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 327, Ethics in the Information Age, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 352, Borders, Walls, Us and Them, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Ethical/Civic Resp Goal(09)

PHIL 365, The Cultural Politics of GLBT Sexuality, 4 credits

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 its relationship to sexuality, and cultural, literary, and filmic expressions of LGBT identity. Overlap: GNDR 365

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Overlap: GNDR 365 The Cultural Politics of GLBT Sexuality

PHIL 366, Race and Racism: Philosophical Problems, 4 credits

What exactly is a race? How have conceptions of race changed over time? What does it mean to say that race is socially constructed? 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? What can and should we do about racism -- its historical legacy and its contemporary manifestations? This course uses the tools and methods of philosophy to examine a variety of conceptual and ethical questions about race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement

PHIL 376, Early Modern European Philosophy, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

PHIL 379, Contemporary Moral Theory, 4 credits

When we say something is morally right or wrong, are we simply expressing our personal feelings or are we saying something more? Who gets to decide (and how do they decide) what makes something morally right or wrong? Do moral issues have answers about which we can be certain? Does morality have well-regarded theories like the physical sciences do--theories which help ethicists and others to decide what is right or wrong? These and other questions will be addressed in this decidedly theory-focused course in moral philosophy.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Note: Course requires special permission to register, contact instructor.

PHIL 499, Philosophy Capstone Seminar, 4 credits

This capstone course for Philosophy majors is intended to support students in doing advanced work in philosophy. Students will work together as a community of inquiry to study a particular author, genre, period or problem selected by the instructor. Texts and topics will be chosen to illustrate the variety of styles and strategies employed by

philosophers of varying cultural backgrounds and to include the critiques and contributions of authors from marginalized communities/communities of color. Each student will complete a course paper or project using concepts and methods derived from this and other philosophy courses to explore a philosophical topic of personal interest connected to the seminar topic. Prerequisite: Open to philosophy majors near graduation and to others with appropriate preparation (non-majors need instructor's permission to register).

PHYS

PHYS 100, How Things Work, 4 credits

An introduction to the physics of everyday things around us. Have you ever wondered how a car's engine turns gasoline into motion? Or how electrons in wires light up a bulb? How a nuclear power plant produces energy? Or perhaps how magnets work? Students learn about these and other everyday things in this course intended for general education students. Lab included.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

PHYS 101, Introduction to Astronomy, 4 credits

This course examines the evolution of the universe and the movements within the solar system and life cycles of stars. It is designed for students with a natural interest and fascination for planets, stars, and the universe. The class has access to a large telescope, a planetarium and color slides of recent space probes. Also, it explores special topics of interest including supernovas, quasars, gas giant planets and other wonders of the unfolding universe. Lab included. Intended for general education students and students majoring in Life Sciences Teaching.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 102 Mathematics of Sustainability or placement at or above College Algebra level on the University's assessment test.

Other Information: Note: First day attendance required except by instructor permission.

PHYS 110, Introduction to Physics, 4 credits

This is an introductory course in physics covering one-dimensional and two-dimensional linear motion and forces, vibrations and wave motion, the behavior of light, and electricity and magnetism. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course. Includes lab. Intended for general education students and students majoring in Life Sciences Teaching.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 115 College Algebra , MATH 120 Precalculus

Other Information: Note: First day attendance required except by instructor permission.

PHYS 211, Calculus Based Physics I, 5 credits

This is the first course of a two semester sequence covering the fundamental concepts of physics. This course covers Newton's laws of motion, work, energy, linear momentum, rotational motion, gravity, equilibrium and elasticity, periodic motion, fluid mechanics, temperature, heat, and the laws of thermodynamics. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors and general education students with strong mathematical background.

MnTC (GELS): Natural Science Goal(03)

Prerequisite: MATH 210 Calculus I or instructor's permission. , MATH 208 Applied Calculus

Other Information: Note: First day attendance required except by instructor permission.

PHYS 212, Calculus Based Physics II, 5 credits

This is the second course of a two semester sequence covering the fundamental concepts of physics. This course covers oscillatory motion, waves, superposition and interference of waves, diffraction, electricity and magnetism, electric circuits, light, mirrors and lenses. Laboratories emphasize application of physics concepts and quantitative problem solving skills. Intended for science majors.

Prerequisite: MATH 208 Applied Calculus , PHYS 211 Calculus Based Physics I , MATH 210 Calculus I , PHYS 211 Calculus Based Physics I

Other Information: Note: First day attendance required except by instructor permission

PHYS 351, Thermodynamics, 5 credits

This course introduces the concepts of thermodynamics. Topics include the first law of thermodynamics, the second law of thermodynamics, entropy, statistical mechanics, specific heat capacities of gases and solids, efficiency and the Carnot cycle, chemical potential, chemicals and phase equilibriums, etc. Applications explored will include the behavior of gases and the operation of heat engines. Laboratories emphasize real world applications of the concepts and problem solving skills taught in this course.

Prerequisite: MATH 210 Calculus I , MATH 211 Calculus II , PHYS 212 Calculus Based Physics II

Other Information: Note: First day attendance required except by instructor permission. Overlap: Student cannot receive credit for both CHEM 351 Physical Chemistry I and PHYS 351 Thermodynamics.

PHYS 355, Modern Physics , 3 credits

This course covers special relativity, elementary quantum theory, atomic structure and spectra. It is intended for students pursuing chemistry and physics major/minor.

Prerequisite: MATH 211 Calculus II , PHYS 212 Calculus Based Physics II

Other Information: Note: Must be taken concurrently with PHYS 357 Modern Physics Lab except by instructor permission. First day attendance required except by instructor permission.

PHYS 357, Modern Physics Lab , 2 credits

This course provides laboratory activities to test the major theories that lead to the understanding of atomic structure and their spectra. It is intended for students pursuing chemistry and physics major/minor.

Other Information: Note: First day attendance required except by instructor permission. PHYS 355 and 357 must both be in the cart at the same time when you register.

PHYS 489, Directed Research in Physics, credits

This is a faculty designed independent study (FDIS) which provides students the opportunity to do independent research in the field of theoretical and/or computational physics under the supervision of a resident physics faculty member. This course will improve problem solving, numerical/computational, and mathematical skills of the students. At the end of the course, students must complete a research report which must be approved by the instructor. The number of credits will be decided by the faculty and the student. ** Note: this is a variable credit course with credit range of 1 - 5. ** Note: this is a variable credit course with credit range of 1 - 5.

Prerequisite: MATH 350 Ordinary Differential Equations , PHYS 212 Calculus Based Physics II , WRIT 231 Writing II and Instructor's permission required.

Other Information: Note: Instructor permission to register.

POL

POL 101, Introduction to American Government and Politics, 4 credits

This course introduces students to the structure of American government, the core ideas and values that underlie it, and approaches to effective civic engagement. Through reading, class exercises, and case studies students gain an understanding of how American political institutions function and how to engage in meaningful political action.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Other Information: Community Engagement

POL 301, Citizenship in a Global Context, 4 credits

This course investigates the theory and practice of citizenship in local communities, the United States and the world. Students draw on core concepts from political science to explore contrasting ideas about citizenship and the political, economic and cultural dimensions of critical issues facing the global community. Classroom inquiry is supplemented by field experiences and investigation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

POL 302, Political Ideas, 4 credits

This course examines political ideas from a variety of historical, cultural and social contexts. It includes perspectives from both the "mainstream" of traditional European-American political thought, and perspectives from other cultures, ideologies and traditions that often challenge the assumptions of dominant thinking in both the United States and the international community. The goal is to provide students with the understanding necessary to evaluate U.S. political institutions and ideas, and participate as citizens.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

POL 303, Ethnic Conflict in Global Perspective, 4 credits

This is an era characterized by a global resurgence of ethnic identity and a revival of ancient ethnic antagonisms. This course applies a comparative and historical perspective to the sources and dynamics of ethnic conflict. The processes of ethnic mobilization and social conflict are explored in case studies both global and domestic. Films, fiction, memoirs and classroom exercises are used to explore this topic.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Overlap: SOC 303 Ethnic Conflict in Global Perspective.

POL 304, Social Movements in Global Perspective, 4 credits

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement , Overlap: SOC 304 Social Movements in Global Perspective.

POL 311, Community Organizing and Social Action, 4 credits

This course examines the theories, current trends and practical dimensions of how people with common goals and grievances organize themselves to effect change. Topics include the nature of community organizing, organizing models from a variety of cultural and historic traditions, practical approaches to identifying issues, bringing constituencies together and nurturing grass roots leadership, and choosing and implementing effective strategies and tactics. Case studies include organizing projects

in communities of race and ethnicity, social class and gender.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement , Overlap: SOC 311 Community Organizing and Social Action.

POL 313, Democracy, Politics, and Punishment, 4 credits

This course explores the way in which our policing and punishment policies affect democratic decision-making and vice-versa. The central question considered is this: How do our policing and imprisonment practices affect democratic legitimacy in the United States? To answer this question, students will examine theories of participatory democracy that link widespread political participation to democratic legitimacy. Students will then consider the interconnections between several important public institutions such as the police, prisons, schools, voting, elections, and the interest group system. Significant focus is given to issues of race and racism.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I

Other Information: Racial Issues Graduation Requirement

POL 319, Politics, Markets and Society, 4 credits

This course explores the contrasts and inter-relationships between three approaches to organizing our public life: democratic politics, economic markets, and the multiple associations that make up civil society. Students will investigate the basic characteristics and underlying principles of each approach and apply what they learn to an analysis of contemporary public issues. Students will evaluate the basic strengths and limits of each approach to civic engagement and public problem solving, and reflect on the ethical dimensions of their roles as citizens, consumers and members of civil society.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I

Other Information: Overlap: SOC 319 Politics, Markets and Society

POL 321, World Politics, 4 credits

This course examines critical global issues and the organizations and institutions that are attempting to address them. Drawing on concepts from political science and

international relations, students explore such issues as human rights, the global environment, violence within and between nations, and the gap between "have" and "have not" nations. The course investigates the response of the United States to these issues as well as the effectiveness of formal international organizations like the United Nations and emerging transnational citizen organization. Classroom inquiry is supplemented by field experience and investigation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

POL 323, The Middle East and International Conflict, 4 credits

The course is for students who wish to gain an understanding of the political, economic, religious, and social roots of the conflicts in the region. Students examine the conflicts between Israel and Palestine, US wars in Iraq and Afghanistan, and the rise of terror groups like the Islamic State and Al-Qaeda.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

POL 331, Law and the Legal Process, 4 credits

This course begins to examine law, both what it is and how it is practiced. The course focuses on the limits of law, the practice of law, and the strengths and weaknesses of the U.S. legal system. Students analyze these issues in the context of current controversial legal disputes.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

POL 333, Constitutional Law: Civil Rights and Civil Liberties, 4 credits

This course focuses on the relationship between the individual and the government. By studying Supreme Court decisions and various pieces of legislation, freedom of speech, privacy, freedom of the press and discrimination are investigated. Responses to issues of equality and justice are analyzed.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

POL 342, Lobbying: A Citizen's Guide to the Legislative Process, 4 credits

This course, for the seasoned lobbyist as well as the newcomer, is designed to stimulate people to effectively assert power in the political arena. The structure and dynamics of Minnesota government and politics are examined. Students learn how to start with an idea and build a strategy to make that idea into law using the Minnesota Capitol as a laboratory.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

POL 381, Community Leadership: Principles and Approaches, 4 credits

What is leadership? What skills and qualities make a good leader? What is the relationship between leadership, civic participation and the common good? Open to both experienced leaders and those who are just starting out, this course will explore a variety of leadership principles and approaches as well as the relationship between civic engagement and social justice. Students will investigate a variety of community participation strategies including: volunteer service, citizen organizing, electoral politics, public and non-profit boards and commissions, and community development. On-line and community resources and assignments will supplement class-room based learning. Students will be able to apply previous community experience to completion of course requirements.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent.

Other Information: Community Engagement , Overlap: SOC 381 Community Leadership: Principles and Approaches

PRSP

PRSP 002, College of Individualized Studies Degree Plan Updating Workshop, 0 credits

This free, one-session workshop is an opportunity for students to revise "old" degree plans completed in the Perspectives or Individualized Educational Planning (IEP) course. It is also for students who completed Perspectives at one time when a College of Individualized Studies individualized degree plan was not required, or who have made substantial changes in the focus of their original degree plan.

Other Information: Note: This free workshop has one meeting. You must bring GELS or DARS worksheet and transcripts.

PRSP 301, Perspectives: Educational Philosophy and Planning, 4 credits

This course considers, from a multidisciplinary perspective, the questions "What is an educated person? What character traits mark an educated person? And how does becoming educated impact one's personal, family and social life?" While it is a required course for all students who plan to complete an Individualized B.A., it is also a helpful course for students in any of the other colleges who are not sure about their major focus. The course helps students develop their own individualized degree plans or program outlines by providing time to reflect on what they want to learn and the best way to learn it. Students assess their own academic strengths and weaknesses and meet resource people from around the university who challenge them to think about education in a broad and liberating manner. While most students often focus first on their vocational goals in higher education, this course challenges students to think also about their community involvement and lifelong learning needs.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Note: Course required for individualized BA degree seeking students. Undecided students also welcome. , Community Engagement

PRSP 301T, Perspectives: Educational Philosophy and Planning Theory Seminar, 4 credits

This theory seminar is geared for students with experience in independent learning such as: teaching, training, human resources, management or supervision; learning situations such as education in another country, English as a second language or disabilities; or other learning situations that have helped them reflect on and understand values and expectations toward being an educated person.

Other Information: Note: Instructor approval is required prior to registering for Theory Seminar. Students must complete Diagnostic Survey and short essay questions to gauge whether the seminar format is appropriate. Access the diagnostic survey/test through the D2L "Theory Seminar Resources" site. Sign up for the free site under the

D2L right-hand column "Self-Register". Meeting dates: in addition to independent work between sessions. Meeting dates: TBA.

PRSP 302T, Self-Directed Learning Theory Seminar, 4 credits

This theory seminar is designed for adult students who have engaged in one or more self-directed projects and/or activities a year. Self-directed learning applies to broad areas of interest and includes, but is not limited to, experiences in travel, business, self education, literacy, entertainment, the arts, environment, home improvement, gardening, parenting, activism, volunteerism, and the like. Students read and discuss leading adult learning theories covering a wide range of thinkers and their complex and relevant thoughts. Also, students who enroll in this theory seminar are encouraged to link their learning experience with the theories, concepts, approaches and paradigms being considered in the seminar.

Other Information: Note: Students must obtain and complete a diagnostic test from the instructor before registering.

PRSP 370, The American Legal System, 2 credits

A William Mitchell College of Law course, this course covers some basic elements that make up the American legal system, starting with the way lawyers think (in tandem with the PRSP 371 Legal Reasoning and Writing). The course describes the process of law, and goes into units which cover the basic application and interpretation of law. These units focus on examples and applications in two areas of law - torts and criminal law. Students are given a mix of case law and statutory law, and are shown how the law is applied in factual, hypothetical situations. The classroom instruction is given as a standard law school presentation. The final exam tests students in the same way law students are tested, by applying law to hypothetical fact situations.

Corequisite: PRSP 371 Legal Reasoning and Writing

Other Information: Note: Text will be available at Mitchell Hamline School of Law.

PRSP 371, Legal Reasoning and Writing, 2 credits

A William Mitchell College of Law course, this course covers basic legal reasoning, the logical process used in legal thought and analysis. This course includes some basic writing and exercises to demonstrate new analytical skills. This course is a preview of the legal writing program that most law students must take in their first year.

Corequisite: PRSP 370 The American Legal System.

Corequisite: PRSP 370 The American Legal System

Other Information: Note: Text will be available at Mitchell Hamline School of Law.

PRSP 499, Capstone, 4 credits

This course is the culminating experience in a student's College of Individualized Studies program and is required of graduating seniors. Students demonstrate the relationship between what they have learned and the university's philosophical tenets and academic outcomes related to communication skills, critical thinking, multicultural understanding, global perspectives and citizenship. Students also consider their lifelong learning plans, possible career changes and future liberal learning opportunities. Students should register for this course in one of their final university semesters.

Other Information: Community Engagement , Note: This course is open only to students who are in their last semester. Students must also be registered for the GRAD workshop, WKSP GRAD 81.

PSYC

PSYC 010, Psychology Internship Group Meetings, 0 credits

These meetings are required as part of the individual psychology internship experience. Meetings help students plan their internships and gain from their experiences by reflecting on their learning. Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

Corequisite: PSYC 350I Psychology Internship

Other Information: Note: These meetings are required as part of the individual psychology internship experience. The two meetings help students plan their internships and gain from their experiences by reflecting on their learning.

PSYC 020, Getting Credit for What You Know in Early Childhood, 0 credits

See online class schedule for additional information.

PSYC 030, Early Childhood Studies Internship Meetings, 0 credits

See online class schedule for additional information.

Other Information: Corequisite: Psyc 350I Early Childhood Internship Note: Early Childhood Studies students only. Contact instructor to register for the internship.

PSYC 100, General Psychology, 4 credits

This course introduces students to scientific and applied psychology, and suggests its application to everyday life. The course familiarizes students with concepts, principles, research methods and theories of psychology.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05)

PSYC 102, Dynamics of Parent/Child Relationships, 3 credits

This course is designed to increase knowledge of child growth and development and child-rearing principles and techniques. The focus is on parents' roles as facilitators for their children in areas such as achieving a purposeful life, becoming self-reliant and developing communication skills. It includes understanding and meeting the needs of single parents and their children.

PSYC 106, Stress Management and Wellness, 4 credits

This class focuses on theories of stress management and practical tools for reducing stress. The objectives include helping each student identify personal stressors; becoming familiar with the theories of stress management; applying cognitive and behavioral stress reduction techniques, including progressive relaxation, visual imagery, assertiveness, time management and thought stoppage; and developing a personalized stress-reduction plan. Students are evaluated in part on the basis of their complete individualized stress-reduction plan.

Other Information: Community Engagement

PSYC 107, Career Planning and Development, 3 credits

This course is designed to help students plan their careers and develop lifelong learning strategies. Participants assess their interests, skills and aspirations in relation to the world of work. Topics include needs assessment, methods of achievement and analysis, goal planning, occupational field research, skills identification and strategy development. Students develop career plans balancing their personal aspirations with reality.

Other Information: Community Engagement

PSYC 108, Career and Life Planning for Women, 3 credits

This course seeks to help women maximize their potential career choices and take control of their lives. The objectives include helping each woman identify and understand her own values, interests and abilities; becoming familiar with and applying theories of career development and adult development as they pertain to women; using an effective decision-making process; and developing a personal career and life plan, and determining strategies to implement, review and revise the plan.

Other Information: Community Engagement

PSYC 200, Fundamentals of Psychological Science, 2 credits

This course is designed to help students understand and be able to apply ethical principles and the fundamental components of the scientific method. Students will be introduced to statistical theories and operations, and the basics of reading and writing in APA style as they relate to the study of psychological science. Students will learn to think critically about scientific research and the process of using the scientific method to quantify, measure, and make predictions about human behavior.

PSYC 212, Introduction to Diversity and Ethics in Psychology, 3 credits

In this course students explore questions related to psychology's response to diversity and ethical principles, including: How has psychology dealt with issues of culture, race, ethnicity, class, gender, sexual orientation and ableism? How has this influenced basic theories in psychology? How does this affect specific groups or individuals in areas of research, assessment and therapeutic practice? What are the ethical standards that guide, and the ethical dilemmas that currently face, the field of psychology? How do issues of diversity and ethical principles influence and intersect with each other? Further, this course is designed to develop and expand students' critical knowledge of the central role of race, racism, and anti-racism in multiple contexts of society and aspects of everyday life. Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Racial Issues Graduation Requirement , Community Engagement

PSYC 300, Abnormal Psychology, 4 credits

This course explores the nature and causes of abnormal behavior and the terminology used in describing and discussing abnormal behavior. Students study the major categories used to classify abnormal behavior and the diagnostic criteria involved.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 301, Adolescent Psychology, 4 credits

This course covers the theory and developmental processes of adolescence, including viewpoints of adolescence, self and adolescent identity, biological influences, thinking and intelligence, and development of moral values and adolescent pathologies.

Students learn to identify and describe these variables as interactive in the developmental process.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 302, Adult Development and Lifelong Learning, 4 credits

This course examines adults in transition in the broad context of "the learning society" and explores practical applications of individual differences in learning styles and research on adult learners. Students complete individual study projects which may relate to their personal development or to their professional development particularly as it applies to the workplace. Periodically, focus or topic courses are offered for students with specific interests. See PSYC 319 The Impact of Technology on Human and Organizational Behavior and PSYC 342 Adult Development and Lifelong Learning II: Continuing Education and Training.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 303, Artificial Intelligence, 4 credits

This course investigates current and past work in the field of artificial intelligence (AI). Definitions of intelligence are considered and mechanisms and performance of AI application systems are studied. Comparisons are made to human intelligence as the class evaluates achievements in the AI application areas of problem solving, expert systems, neural networks, natural language processing, speech recognition, computer vision, machine learning and robotics. The philosophy of consciousness and

the future of AI are also explored. Online videos, computer demos, and discussions are featured. Students can choose to write a critical paper or develop and test a toy AI system. English language competence is required.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or instructor's permission.

PSYC 304, Psychology of Intimate Partner Violence, 4 credits

This course explores the emergence of battered women as a social issue. It reviews the historical and social roots of violence, theories of wife-battering causes, and related research and statistics. The historical and current roles of the social service and legal systems are discussed, including the growth and role of grassroots services such as shelters, safe homes and hotlines. The class includes presentations from community resource people and identifies advocacy and helping approaches. Overlap: PSYC 304T Violence Against Women Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Overlap: PSYC 304T Violence Against Women Theory Seminar.

PSYC 305, Behavior Disorders in Children, 4 credits

This course focuses on common behavior and emotional problems of children and youth, with less emphasis on adolescence. Topics include dependency, anxiety, control issues, motivation, aggression and social behavior. The course balances theory and practice related to behavioral disorders with the focus on practical solutions.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 306, Child Abuse, 4 credits

This course covers major areas of child maltreatment. Topics include definitions of physical, sexual and emotional abuse and neglect; methods of prevention, intervention and treatment; and community resources.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 307, Data/Statistical Analysis for the Behavioral Sciences, 4 credits

Students learn the basic procedures used in the collection and analysis of data in the behavioral sciences. Statistical software is used to conduct descriptive and inferential analyses of both small and large data sets. Students learn to write conceptual conclusions supported by statistical analyses. Prerequisite: Completion of math general education requirements.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Prerequisite: Completion of math general education requirements.

PSYC 308, Child Psychology, 4 credits

This course provides an overview of the science of child psychology. Major theories and research related to a child's perceptual, motor, emotional, social and cognitive development are reviewed, and their practical applications are explored. Overlap: PSYC 308T Child Psychology Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

PSYC 309, Cognitive Psychology, 4 credits

This course covers topics that span the full range of specializations within the field of cognitive psychology; such as attention, learning, memory, thinking and problem solving, decision making, language, intelligence and creativity. Applications of this information to education, business and mental health are provided. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology or education.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 311, Life Span Developmental Psychology, 4 credits

Life Span Developmental psychology reviews concepts, theories and principles of human development from conception and prenatal development through late adulthood. This course will emphasize cognitive and social development topics that will explore maturation, human growth experiences and the various stages of physical

development as key components influencing human behaviors.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology

PSYC 312, Research Methods, 5 credits

This course introduces students to scientific research methods in psychology, emphasizing the experimental method. Topics include developing research questions, reviewing background information, deciding on appropriate methodology, and collecting and interpreting data. This course prepares students to think critically about psychological claims and is generally required preparation for graduate study. This course includes assignments in the Psychology Laboratory.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 313, Family Systems, 4 credits

In this course, students learn how family life affects individuals by examining the current theories and research on family systems. Learning strategies include role-playing demonstrations. Evaluation is based in part on individually-designed projects on the family of origin. Recommended: An introductory sociology or psychology course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Recommended: An introductory sociology or psychology course.

PSYC 314, Group Dynamics and Facilitation, 4 credits

Students learn the theory and practice of group membership skills, including group development, roles, norms and leadership responsibilities. Students also learn situational leadership styles and roles, interpersonal communication styles, conflict management, problem solving, feedback skills, and group activity planning, presentation and processing. Overlap: COMM 351 Communication in Work Groups and Comm 351T Communication in Work Groups Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Overlap: COMM 351 Communication in Work Groups and COMM 351T Communication in Work Groups Theory Seminar

PSYC 317, Human Factors, 4 credits

Human factors psychology (ergonomics) is the study of human capacities and limitations affecting people's interaction with machines. Topics include perception, cognition, memory, psychomotor learning, display and control design, vehicular and roadway design, the human-computer interface, airplane crashes, and product liability. The course includes psychology laboratory experiments and research reports, exercises in human factors design, and a field trip in which students fly a flight simulator. Experimental methodology underlies the content of this course.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 319, The Impact of Technology on Human and Organizational Behavior, 4 credits

The impact of technology on human and organizational behavior is examined within the context of psychological theory. Topics include challenges that technologies have created for individuals, social relations, and businesses; the effects of emerging technologies on self and others; and technology's effect on mental health and well-being. Students will explore psychological theories that address how and why we engage with technology and its products as well as the social and practical impacts of technology on the world today.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 323, The Nature of Creativity: A Psychological Perspective, 4 credits

This course examines creativity's role in the therapeutic process. Writings by psychologists and artists are explored to help students better understand psychological creativity. The class studies questions such as: how is art therapeutic? and, how does the therapeutic process help one see and live life more creatively?

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 327, Psychological Testing, 4 credits

This course provides an understanding of the basic concepts and techniques involved in selecting, administering, scoring and interpreting psychological tests. Validity, reliability, standardization, norms and ethical issues are covered in the measurement

of intellect, aptitude, achievement, interest and personality. Learning strategies include test demonstrations. Students take, score (where possible) and interpret several different tests.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 328, Psychology of African Americans, 4 credits

This course investigates the African-American experience from a social psychological perspective. The course gives students insights on one of the largest racial cultural groups in the United States, and the impact of African Americans on the American social system.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 330, Psychology of Learning: Contemporary Theories and Applications, 4 credits

This course introduces students to the history of learning theories, and the development of current theories of learning such as classical conditioning, operant conditioning and observational learning. An emphasis is on the basic methods of inquiry, as well as on applications of learning theories to areas such as education, business and behavioral change. This course is well-suited to students interested in education, as well as psychology, and is often preparation for graduate study in psychology and education.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 331, Psychology of Men, 4 credits

This course, developed for men and women interested in understanding the male experience and their own personal journeys, explores the male experience amid the cross-currents of change in contemporary American society and related implications for counseling. It takes into account the feminist critique and moves toward a new understanding of today's masculinity. The course covers issues of power, dominance, nurturance, aggression, competition and emotional expression. Students gain a perspective of the historical, biological, anthropological, sociological and

psychological theories of sex-role development and the politics surrounding it and how both men and women have been affected by the imposition of limiting roles and expectations.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 332, Psychology of Personality, 4 credits

This course covers similarities and differences in major personality theories and the "real life" implications for holding different theoretical views. Students take an active part in class discussions and give a class presentation on an in-depth study of a major theory.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 333, Psychology of Victims, 4 credits

This course defines the psychosocial dynamics of victimology, identifies the psychological stages of victimization, and defines relationship dynamics between the victim and the victimizer. It describes the concepts of secondary victimization, stress response syndrome, and anomie and victimization. Students examine the roles of women and human service professionals as victims in a class discussion format.

Overlap: PSYC 333T Victimization Theory Seminar.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 333T Victimization Theory Seminar.

PSYC 334, Peace Studies and the Psychology of Peace, 4 credits

Can we manage the conflict in our personal life, our society and our world so it results in development and justice rather than oppression and destruction? We consider four paths towards peace: strength, negotiation, justice through nonviolent and political action, and personal transformation. Students are asked to develop their own stance towards achieving peace, to act on the basis of that stance and to report what they discover.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci

Goal(05) , Ethical/Civic Resp Goal(09)

Other Information: Recommended: PSYC 100 General Psychology.

PSYC 335, Psychology of Women, 4 credits

This course covers the biological perspectives, cultural variations, psychological sex differences, history of oppression and ethnic diversity explaining the female experience. It is interdisciplinary and includes ideas from biology, sociology, economics, communications and selected traditional psychological theories. The course helps students understand how imposed and real differences between men and women have affected the mental behavioral characteristics of women. It is useful for those who counsel, advise, teach, supervise or work closely with women.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent. , GNDR 201 Introduction to Gender and Women's Studies

PSYC 336, Social Psychology, 4 credits

In this course, students learn social psychological theories and concepts. They also learn how to understand the research methods on which these theories are based. This knowledge includes an awareness and respect for the diversity of human experience, the importance of social influence on individual behavior, the social significance of groups, and the nature of social change.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 337, Sports Psychology, 4 credits

In this course students gain an understanding of the application of principles from sports psychology literature and how they are used to enhance perceptions and behaviors of athletes and coaches. It also presents an overview of sports psychology history and development as well as the field's future directions. The course looks at psychological variables applicable to understanding sport performance--personality and theories related to human behavior, motivation, anxiety, concentration, the use of imagery and mental rehearsal; aggression in sport performance; and psychological considerations of burnout, injury and termination from athletics.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 338, The Unconscious and Dreamwork, 4 credits

This course covers the history and therapy of, and therapeutic intervention with, the unconscious. It may include such topics as creativity, dreams and dream interpretation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 340, Understanding Death and Dying, 4 credits

This course examines the many meanings death has for individuals. Its goals are to convey information, stimulate thought and promote a deeper awareness of this subject through readings from literature (fiction, poetry and essays) and humanistic psychology. Topics include death as an idea, death anxiety, children and death, the dying process, grief and loss, death metaphors, suicide, and longevity, survival and immortality.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 343, Drugs and Behavior: An Introduction to Behavioral Pharmacology, 4 credits

This course reviews current information on the clinical use of psychoactive medication. The course focuses on standard clinical psychopharmacology, applications of psychoactive medication, and relative merits of medication vs. psychotherapy rather than on illicit drugs. This course examines several classes of therapeutic drugs, such as neuroleptics, antidepressants, tranquilizers and hypnotics, their mechanisms of action and side effects, and research/experimental issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

PSYC 344, Personnel and Industrial Psychology, 4 credits

This course focuses on principles and techniques of personnel and industrial psychology and applications of scientific psychology to business and industrial settings. Topics include: psychology as a science and professional practice issues;

employee selection, psychological testing, performance appraisal, and training and development; leadership in organizations; motivation, job satisfaction and job involvement; organizational structure; work conditions, engineering psychology, employee safety and health, and work stress; and consumer psychology. This course is appropriate for general management, business administration and psychology students in addition to human resource management professionals. Overlap: HRM 330 Personnel and Industrial Psychology.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: HRM 330 Personnel and Industrial Psychology, has the same content as PSYC 344, therefore you cannot receive credit for both courses.

PSYC 345, Biopsychology, 5 credits

This course examines the biological basis of behavior. Topics include structure and function of the nervous system, psychopharmacology, electrophysiology, and higher order function of the nervous system. Laboratories include brain dissection, nerve histology, electrophysiology and behavioral experiments.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 346, Health Psychology, 4 credits

This course will provide an introduction to the field of health psychology, which is concerned with the roles of behavioral/lifestyle, psychological, and social/cultural factors on health/wellness, illness and chronic disease. The course will address four general subject areas: 1) attitudes, behavior, and lifestyle factors affecting disease prevention and development; 2) stress and the related psychological and social processes associated with disease development and progression; 3) social and psychological factors involved in the illness experience; and 4) long-term social and psychological implications of chronic illness (e.g., heart disease, cancer).

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology

PSYC 347, Positive Psychology, 4 credits

Historically, as a discipline, psychology focuses on decreasing maladaptive emotions and behaviors. As a complement to this focus, Positive Psychology seeks to identify and enhance the human strengths and virtues that make life worth living and allow

individuals and communities to thrive. This research-based course will address the differences and assumptions inherent in this approach. In particular, the course will serve as an introduction to the study of positive emotions, positive character traits, and positive institutions. A distinction among the pleasant life, the good life, and the meaningful life is drawn. Topics may include happiness, hope, flow, gratitude, mindfulness, etc.

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 350I, Psychology Internship, credits

PSCY Internship ** Note: this is a variable credit course with credit range of 1 - 8.

Corequisite: PSYC 010 Psychology Internship Group Meetings

PSYC 351T, Early Childhood Programs: Regulatory/Financial/Facility Management, 4 credits

This theory seminar is designed for administrators of early childhood programs. Students review major historical events and discuss current trends in the development of regulations and standards for early childhood programs including licensing regulations, accreditation standards, Americans with Disabilities Act (ADA), Child Abuse and Neglect Mandated reporter regulations, Occupational Safety and Health Administration (OSHA) regulations, and Child Custody regulations. Students examine the elements of a business plan and budget including accounting, fund-raising and computer application. Students also evaluate the design and maintenance of the physical facility of an early childhood program.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 308 Child Psychology

PSYC 352T, Early Childhood Programs: Advocacy and Communications, 4 credits

This theory seminar is designed for teachers, administrators and advocates of early childhood programs. Students explore personal, public policy and private-sector advocacy. The structure of the state and federal government and the role and regulatory processes of the legislative branch are reviewed. Students discuss political activities and nonlegislative opportunities for making public policy at the state and local levels including organizing a grassroots network. Students identify organizational resources and explore various means of communication including tips for communicating with legislators and using the media effectively.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 308 Child Psychology , PSYC 308T Child Psychology Theory Seminar

PSYC 353, Selected Topics in Early Childhood, credits

The topics covered in the different sections of this course vary from semester to semester. The focus of each section is on young children birth to age five. The purpose of the course is to familiarize students with specific subjects in the field of early childhood. Possible topics include: curriculum approaches such as Montessori or Reggio Emilia, infant-toddler mental health, assessment tools, parent education, or issues in early childhood special education. Students should consult the Class Schedule for the topics featured each semester. Note: This course may be taken four times for credit as long as the topic is different. ** Note: this is a variable credit course with credit range of 1 - 8.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 308 Child Psychology or equivalent with instructor's permission.

PSYC 356, Early Childhood Development within a Social/Cultural and Historical Context, 4 credits

This course explores the social, cultural, and historical contexts which impact child development. Students learn how children have been perceived during historical periods as well as the roles that children play in a variety of cultures. Emphasis is on racism, classism, sexism, ethnocentrism, ableism and heterosexism. Strategies for reducing the negative impact on children's lives and promoting healthy development of children within the social-political context are explored. The roles of parents, family and the community are considered as they relate to current policies affecting the needs of young children.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: PSYC 308 Child Psychology , PSYC 308T Child Psychology Theory Seminar or equivalent with instructor's consent.

Other Information: Racial Issues Graduation Requirement

PSYC 357, Observing and Assessing Young Children: Birth Through Age Five, 2 credits

This course is an introduction to formal and informal assessment strategies and their application to work with young children. The emphasis is on observing, recording and using authentic performance-based assessment, communicating assessment results to colleagues and parents, and applying assessment data to curriculum planning.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 308 Child Psychology , PSYC 308T Child Psychology Theory Seminar

Other Information: Community Engagement

PSYC 359, Positive Behavior Guidance, 2 credits

This course addresses the developmentally appropriate strategies to support learning of socially appropriate classroom behaviors for young children. Strategies examined for the course support social development, personal values and citizenship. The developmental and philosophical rationale for selection of behavior guidance strategies and practices are the foundational focus of the course. Students address the differences between discipline, classroom management and positive behavior guidance with particular focus on the cultural and contextual experiences of children in urban communities.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 308 Child Psychology , PSYC 308T Child Psychology Theory Seminar

Other Information: Community Engagement , Note: Field work required.

PSYC 360, Friday Forum Topics, credits

Forums are on topics of current importance in the field of psychology and are offered in collaboration with the Minnesota Psychological Association. Students are asked to write papers summarizing the content and discussing the relevance of principles and practices presented to their own activities or within a specified hypothetical context. Specific topics are listed in the Class Schedule or announced in the Catalyst. Note: At least 12 credits in psychology, human services, or social work prior to registration. ** Note: this is a variable credit course with credit range of .5 - 2.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

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 363, Community Psychology, 4 credits

This course surveys the principles and applications of community psychology, emphasizing person-environment interactions and societal/cultural impacts upon individual and community functioning. Attention is given to community-based interventions that facilitate individual and community competence and empowerment, prevent disorder, and promote health and social change. Students select and research an issue of their choice (such as, mental illness, violence, alcohol or substance abuse, HIV/AIDS, discrimination) utilizing a community psychology lens.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Community Engagement

PSYC 367, Human Sexuality, 4 credits

This course addresses the physiological, psychological and social aspects of human sexual development, functioning and experience, with an emphasis on the diversity of human sexuality. Major theoretical approaches to understanding sexuality over the life cycle, the dynamics of intimate relationships, and the etiology of sexual health and dysfunction are explored, along with contemporary sociosexual issues such as gender and power, sexual orientation and homophobia, AIDS and prevention education, sexual abuse and violence.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 373, Evolutionary Psychology , 4 credits

Evolutionary psychology is a branch of psychology that explores how a variety of physiological and psychological traits have evolved through the mechanisms of natural selection and adaptation. Psychological traits such as aggression, attraction, communication, and cooperation are explored as a means of facilitating survival among humans and how human behaviors have adapted as a means of improving survival and reproductive fitness. Evolutionary psychology combines the concepts of biology, anthropology, cognitive psychology and the neurosciences to provide students with a contemporary perspective in understanding human behavior.

PSYC 380, Adlerian Psychology, 4 credits

This independent study familiarizes students with the basic concepts and techniques of Adlerian counseling/psychotherapy. The teachings of Alfred Adler and Rudolph Dreikurs are examined in detail, including lifestyle analysis, early recollections and impact of ordinal position. Evaluation is based on an objective test, several papers and

a lifestyle analysis.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 381, The American Male, 4 credits

This independent study looks at traditional patterns of male socialization in the United States and their effect on men's personal well-being, health, relationships and roles in business, family and society. Topics include the historical genesis of male socialization in American culture, stages of male development, men's reactions to the feminist movement, work as a primary focus of male identity, men and competition, homophobia--(men's fear of men), men and violence, and options for new male roles.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 385, Educational Psychology, 4 credits

This course introduces psychological perspective to teaching and learning in classroom contexts through an overview of theories, principles, issues, and related research in educational psychology. Through readings, lectures, discussions, videos, activities and assignments, we will explore thinking, learning and memory in both classroom and daily life situations. Topics include, but not limited to: child and adolescent development, research in educational psychology, cognitive process and motivation, information processing, assessment of student learning, classroom management, and instructional strategies in education.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 387, Environmental Psychology, 4 credits

This course explores how psychological perspectives and methods are being applied to environmental problems in the modern world. The ways humans have impacted and been impacted by natural and built environments are also examined. Topics include weather and climate, disasters and toxic hazards, territoriality and crowding, urban and rural environments, planning and design for human behavior, and building sustainable environments. The application of attitudinal, humanistic, cognitive, behavioral and political approaches to environmental problems are discussed.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , People/Environment Goal(10)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.
Other Information: Community Engagement

PSYC 391, Sensation and Perception, 4 credits

This course introduces students to the major concepts and methods used in the study of perception. Topics include the eye and seeing, spatial vision and pattern perception, depth perception, auditory perception, touch, smell, taste, and knowledge and perception. Applications of research findings to everyday life are also explored.

MnTC (GELS): Natural Science Goal(03) , Upper Division Liberal Studies Goal(LS)

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

PSYC 392, Psychology and Education of the Gifted, 4 credits

This independent study provides an introduction to terminology, theories and research findings related to the development and education of gifted individuals. Topics include the origins, identification and characteristics of giftedness and the relationships of social beliefs, and child-rearing and educational practices leading to the development of talent.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

PSYC 395, Coaching Psychology, 4 credits

This class introduces students to the theory and application of the art of motivating, nurturing and leading groups and individuals to achieving goals. Students gain an understanding that the theories and practical uses of sports psychological principles are relevant and can be applied in a variety of settings including the corporate arena, athletic field and educational environment. Students develop and experiment with leadership and team-building strategies assisting them in developing effective people-management skills.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 397, Developmental Disabilities: Issues, Concepts and Problem Solving, 4 credits

This course gives an overview of issues and concepts of developmental disabilities. We will explore the cognitive and behavioral science evidence that helps us to better understand developmental disabilities, as well as the psychological, and cultural contexts that are experienced by individuals with developmental disabilities and their families. Through readings, lectures, discussions, activities and assignments, we will explore evidenced-based practices and psychological theory and research. Topics of developmental disability across the life span will include, but not limited to: etiology, diagnoses, risk factors, prevention, integration of individuals with specific types of developmental disabilities, family and community support.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

PSYC 399, Applied Psychology Research Internship, credits

This internship is for students interested in doing research in community agencies or other settings which meet requirements for the psychology major; or in working as assistants in the Saint Paul Campus Psychology Lab. Special topics or internship settings are in the Class Schedule. ** Note: this is a variable credit course with credit range of 3 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Community Engagement , Note: Schedule to be arranged.

PSYC 405, History and Systems of Psychology, 4 credits

This advanced psychology course is designed as a capstone course for students with a degree plan focus in psychology. In it, students review historical trends, individuals, and the political and social influences which have influenced psychology as a science and profession in twentieth-century America. Note: Students should plan to take this course near the end of their degree plan.

Other Information: Note: Students should plan to take this course near the end of their degree plan.

PSYC 406, Introduction to Clinical Psychology, 4 credits

This course gives students an introduction to the formal assessment and diagnostic procedures used in hospitals and other healthcare settings. It reviews the American

Psychiatric Association's DSM-IV and discusses the implications for therapy of differing diagnoses with similar symptoms. This course is recommended for students considering graduate study in psychology, counseling and related human service areas.

Prerequisite: PSYC 300 Abnormal Psychology or equivalent with instructor's consent.

PSYC 415, Principles of Teaching and Learning in Early Childhood, 4 credits

This course examines principles of teaching that can be derived from psychological theories and research, including behavioral, cognitive and social cognitive theories. Students plan and implement appropriate instructional practices based on knowledge of individual children, home culture, the urban community, curriculum goals and content.

Prerequisite: PSYC 308 Child Psychology or equivalent with instructor's consent.

Other Information: Community Engagement

PSYC 416, Comparative Study of Early Childhood Program Models, 4 credits

This course focuses on a comparative study of traditional, current and culturally-based program models designed for children from birth through eight years of age. Students are introduced to early childhood program models including Reggio Emilia, Head Start, Montessori, cognitively-oriented preschools (High Scope), behavioral approaches to learning (Portage, Distar), even start, early childhood family education, and school readiness.

Prerequisite: PSYC 308 Child Psychology or equivalent with instructor's consent.

PSYC 417, Language and Communication Development in Early Childhood Education, 4 credits

This course provides students with foundational knowledge of the development of the communication skills in young children from birth through age eight. Topics include: hearing and speaking, speech and language development, vision and visual motor skills, and emergent literacy and small motor skills development. The process of learning more than one language is addressed as well as strategies for working with children for whom English is not the first language. The application of knowledge in the areas of assessment, individualization and referral are addressed and practiced.

Prerequisite: PSYC 308 Child Psychology or equivalent with instructor's consent.
Other Information: Community Engagement

PSYC 420, Early Childhood Studies Capstone: Professionalism and Ethical Issues, 4 credits

This capstone course is an exploration of the dilemmas facing early childhood professionals today through analysis of historical studies, recent reports and autobiographical reflections. Consideration is given to social policy issues, advocacy, leadership, ethics and organizational change. Students should register for this course in their final university semester.

Prerequisite: PSYC 415 Principles of Teaching and Learning in Early Childhood

PSYC 421, Children and Nature, 4 credits

In this course, students will review current research on children and nature, evaluate the benefits of nature experiences in early childhood, and identify ways that nature supports children's development. Students will explore, discuss, and evaluate the different approaches to nature experiences that are becoming common practices in early childhood settings. The class will investigate and examine issues around risk and reward. The class also covers developmental stages, learning styles, and health, behavioral, and social-emotional concerns in early childhood and explores how they can be supported through the creation of nature-based play settings. Finally, we view nature experiences as an issue of white privilege and equity, and create a plan to make nature opportunities accessible and available to all children.

PSYC 425, Administration of Early Childhood Programs, 4 credits

This course covers the nature of early childhood program administration, decision making and communication, leadership images, human relations, time management, employee motivation and evaluation, planning and organizing, and budgeting. Special attention is paid to the geographic location, ethnic composition and ages of the population being served, legal requirements for centers in Minnesota and other states, philosophies of child care and their impact on curriculum, and staff qualifications.

Other Information: Note: Formally HSA 372

PSYC 507, Jungian: Myth, Soul and Culture, 4 credits

This course is for students interested in learning about Jungian psychology's study of mythology both on a general, introductory level and on a more focused level for those with some background or vocational interest. Concepts of the analytic psychology of C.G. Jung and the study of myth by such figures as Joseph Campbell are pursued to help students recognize and think in terms of mythic elements' influence on the world today.

PSYC 508, Mental Health and the Law, 4 credits

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, the right to treatment and to refuse treatment, 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.

Prerequisite: PSYC 100 General Psychology or equivalent with instructor's consent.

PSYC 560, Friday Forum Topics, credits

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. ** Note: this is a variable credit course with credit range of .5 - 2.

Other Information: Prerequisite: Graduate Standing. 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 580, Community Change Practicum, credits

Community engagement strategies are forefront in efforts to prevent problems in living and promote healthy communities. Students in this course will improve their analytical and practical capacity to promote comprehensive approaches to community wellness that bridge excluded cultural communities into civic processes, organizations and systems. Students will engage in community-based projects at various levels of development. ** Note: this is a variable credit course with credit range of 1 - 4.

RDNG

RDNG 112, The Educated Reader: Analytical Reading, 4 credits

This course is intended for students wanting to become more proficient college readers. Readings address a number of current topics from multiple perspectives. Students are exposed to materials in areas such as the social and natural sciences, business, and literature. The course emphasizes the importance of reading analytically and interacting effectively with visual information. In order to enhance their reading comprehension, students engage in ongoing communication about lengthy readings through small group discussion, in-class exercises, written assignments and periodic oral presentations. Some library work is included.

MnTC (GELS): Communication Goal(01) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement , Prerequisite: Students with an Accuplacer Reading Comprehension Score lower than 78 may not be prepared to succeed in this class. Contact the instructor if you have any questions about your readiness. Note: RDNG 112 may be used as a general education elective.

RDNG 350I, Reading Individualized Internship , credits

Students obtain internships in selected areas of study to gain deeper understanding of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 8.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

RELS

RELS 303, Introduction to the Christian Scriptures (the New Testament), 4 credits

This course explores the various historical and religious factors that gave rise to the writing and editing of the Christian Scriptures (New Testament) in their Jewish and Greco-Roman context. Topics include the relationships of the Christian Scriptures to the Hebrew Bible (the Old Testament), Paul's theology, the emerging church community and current academic methods of scriptural interpretation. Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar. *MnTC (GELS)*: Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Overlap: RELS 303T Introduction to the Christian Scriptures (the New Testament) Theory Seminar.

RELS 304, Introduction to World Religions, 4 credits

Understanding today's world and how nations interact requires some degree of awareness of different religious traditions. This course is an introduction to selected religious traditions and cultures through exploring the history of different religions, reading of classic texts and examination of ways of being religious in a variety of traditions. Religions studied may include Buddhism, Judaism, Islam, Christianity, Confucianism, Hinduism and Shamanistic/Indigenous traditions.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

Other Information: Community Engagement

RELS 306, The Spiritual Journey, 4 credits

What is the difference between religion and spirituality? This class explores some of the literature on spirituality by identifying common themes in a diversity of readings. Students work with those themes analytically and have opportunities to share personal responses to the readings. Key issues include how people come to know the divine, names people give the divine, dimensions of the inward experience, mystery and complexity, disciplines of ritual and practice, and ethical and social concerns.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

RELS 308, World of Islam, 4 credits

Islam is the second largest world religion today, yet the least understood of any. This course will begin with Muhammad and the historical origins, pre-modern history, and key teachings of Islam as found primarily in the Quran. We will also consider major historical developments such as the division between the Sunni and Shia branches of the religion, in addition to the vital contributions of Islamic theology, law and

mysticism (Sufism). In the second half of the semester we will address issues involving Islam in the modern period--for example, "fundamentalism" or revivalism, neo-revivalism, "religion and politics" in various countries, Islam in the West, and Islam as perceived in the West. Attention will also be given to Muslim ideas and practices regarding sexuality and gender as well as racial, ethnic and class issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

Other Information: Community Engagement

RELS 312, Religious Traditions of China, 4 credits

This course invites students to discover the range of Chinese religious traditions, in both their ancient origins and their modern expressions. It explores indigenous forms of Chinese religious practice; the development of high/deep traditions of Confucianism and Daoism/Taoism; the impact of foreign religions, such as Buddhism, Islam and Christianity; and seeks to understand the ways in which all of these traditions are changing in the context of contemporary China's economic growth and social progress. Wherever possible, the course will provide students with opportunities to explore the experience of Chinese people and their distinctive spiritual and religious concerns.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Global Perspective Goal(08)

RELS 333, Race and Religion, 4 credits

Does religious belief matter in our daily lives? Can religious teachings and values be applied universally or must the history of the people be taken into consideration? This course explores these questions in the lives of American racial and ethnic groups. It examines the role and function of religious belief in their struggle for survival and liberation. Topics of discussion include the concepts of identity, selfhood, community, spirituality, social responsibility, salvation and freedom. Certain religious traditions, for example, African American, American Indian and Asian American, are discussed in the light of histories of these groups.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Community Engagement , Overlap: ETHS 316 Race and Religion.

RELS 377, Women and Religion, 4 credits

Does religion view women positively? Do certain religious teachings impact the quality of women's lives and their role and status at home and in society? From a

religious viewpoint, how can women and men work together toward change for the betterment of society. This course examines religious teachings and treatment of women as well as the role of religion in women's struggle for social change. Topics include analyses of women's structural and personal oppression; critique of the role of gender, race, class and other diversity issues as they impact religious doctrines; and religious teachings about women and women's spirituality. This course may at times approach its subject matter in terms of a particular religious tradition, such as, Christianity or Buddhism, or it may be taught from a comparative religious perspective.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

RELS 380, Muslim Identities in the United States, 4 credits

This course examines Islam as a cultural, political, social and faith identity in the United States. Topics may include: gender, family, and sexuality; immigration, acculturation, and assimilation; stereotypes, xenophobia, and Islamophobia; race, racism, and ethnicity; media and popular culture representations; American Muslim organizations and leadership; and the relationship of US Muslims to Muslim global communities.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

RELS 390, Zen Buddhism in American Culture, 4 credits

This course explores the historical background and cultural impact of Zen Buddhism as it has been inherited and assimilated into American life. It includes a survey of historical Buddhism and its transmission lines from China, Japan and Vietnam, and an overview of Zen philosophy and psychology; approaches to diet and health; Zen arts and social ethics; and Zen impact on American religious seekers. The class also considers political activism among the students of Zen and American women's role in transforming traditional patriarchal Zen. Field trips to a Zen temple and a Zen center are required.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

RMI

RMI 300, Risk Management and Insurance, 4 credits

The course explores the risk management issues facing firms and individuals and examines how to protect firm value and personal wealth. It covers the areas of the general risk management process, property and liability insurance, life and health insurance, annuities and employee benefits. The insurance industry and regulatory concerns are also addressed. In addition, the course touches on some of the new products emerging in the risk management arena and how the insurance industry responds to them.

Prerequisite: MATH 115 College Algebra , STAT 201 Statistics I

RMI 304, Life and Health Insurance, 2 credits

This course will provide students with a thorough understanding of life and health insurance and related coverages. Topics include: life insurance needs analysis, economics of life and health insurance, nature of life, health, and pension insurance, types of life insurance policies, policy and ownership analysis, life and health insurance contract analysis, organization of commercial and social insurance, laws and regulations of life, health, and pension insurance. The course provides valuable information for anyone interested in learning about personal and business insurance needs or considering possible careers in the financial services industry.

RMI 306, Property and Casualty Insurance, 2 credits

This course is designed to provide instruction that will provide student with a thorough understanding of property and casualty insurance. Topics covered include fire, homeowners, dwelling, auto, business and professional liability, crime and fidelity, worker's compensation, and applications from a personal and commercial perspective. The insurance industry and regulatory concerns are also addressed in this course.

SCED

SCED 440, Science Curriculum and Differentiated Instruction in Urban Grades K-6, 4 credits

This course prepares prospective teachers in the Metropolitan State University Urban Teacher Program to teach science in urban kindergarten to grade 6. The course will examine methods and content standards for teaching science to students in grades k-6. Included in this course is the examination of factors affecting achievement among urban learners historically underserved in science education including young girls and children from diverse cultural and linguistic backgrounds. Teacher candidates will

learn approaches for enhancing instruction to improve standards-based academic achievement among urban learners. Participants will develop skills in lesson planning, instructional strategies, leading inquiry activities and assessing learning in all areas of the K-6 science scope and sequence. Urban elementary field experiences are part of the course requirements.

Prerequisite: EDU 333 Assessment of Learning in Urban Grades K-6 , EDU 481 Urban Grades 1-6 Curriculum and Practicum and two science courses each from different disciplines of science.

Other Information: Community Engagement , Note: Permission required contact Taslima Khaled Taslima.Khaled@metrostate.edu. Admission to the Urban Teacher Program or department approval required to register.

SCED 445, The Practice of Science, 4 credits

This course focuses on the nature and history of science and the implications for the teaching of science in urban middle and high schools. It examines scientific methods, the research processes in science and scientific literature. Students study the historical development of the major themes in science and the learning of those concepts by K-12 students. They also complete a science research project. It is intended for students pursuing science teaching licensure.

Other Information: Note: Admission to the Urban Teacher Program or Department approval required to register. Sequencing this course should be taken before SCED 450 and within one semester of student teaching. Required: Completion of at least 25 credits in science teaching major.

SCED 450, Science Methods for Urban Grades 5-12 Classrooms and Lab, 4 credits

This course prepares students to become effective science teachers in urban middle and high schools. It examines learning methods, content standards, and concept development. Participants develop skills at lesson and unit planning, delivering instruction, leading inquiry activities, and assessing learning in all areas of secondary science. It is intended for students pursuing middle school or high school science licensure. It should be taken shortly before student teaching.

Prerequisite: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 , EDU 306 Urban Middle School and High School Methods and at least 28 credits of science courses in the Life Sciences Teaching major.

Other Information: Note: Admission to Urban Teacher Program and department approval required. This course should be taken within one year of student teaching. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar

SCRW

SCRW 313, Beginning Screenwriting, 4 credits

The process of writing narrative screenplays will be introduced through writing exercises, screenplay readings, film viewings and discussion. Writing exercises will explore creativity, individual voice and practical skills. Writing in screenplay format will also be covered. Students will finish with at least one complete short screenplay ready for production. This course provides a foundation for further study in screenwriting.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement

SCRW 314, New Screenplay Forms, 4 credits

Through writing exercises and screenwriting assignments students will explore and practice writing in a variety of forms including adaptations, webisodes, scripted series, or other emerging episodic forms. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be introduced.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: SCRW 313 Beginning Screenwriting

Other Information: Note: This course may be taken twice for credit.

SCRW 315, Film Production and Editing I, 4 credits

The course introduces the principles and practices of electronic filmmaking as a personal and creative art form. Students will engage in exercises and projects to explore and understand editing, camera work, light, composition, and sound. A variety of cinematic forms will be examined. Student screenplays may be produced. Students will film and edit individual creative projects.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement , Note: This course may be taken twice for credit.

SCRW 350I, Screenwriting Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as liaisons and evaluator between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, required 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 3 - 4.

Other Information: Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

SCRW 383, Writing For Video Games, 4 credits

In this course, students will learn how to write narrative, stories, and dialogue for video games. Video game writing is a unique kind of writing in the sense that dialogue and other visual-written feedback changes depending on the input of the player. By learning a writing for games style grounded in character creation, episodic structure, and dialogue, students in this course will learn the skills to become excellent game writers. Careers writing for video games, sometimes called game designers, are gaining in popularity and importance. In this unit, students will gain the background necessary to successfully write for video games and the video game industry. This course is part of the Game Studies Minor core.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Prerequisite: WRIT 131 Writing I , WRIT 231 Writing II or equivalent.

SCRW 410, Film Production and Editing II , 4 credits

Through a hands on, learn by doing experience, students will select a project, plan the production, audition actors, work as crew filming on location, and direct a short digital film. Each student will edit their own individual project. This course offers a complete package overview of writing and directing low budget, short narrative digital films. This course may be taken twice for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: SCRW 315 Film Production and Editing I

Other Information: Community Engagement , Note: This course may be taken twice for credit.

SCRW 415, Advanced Screenwriting, 4 credits

This course investigates the dramatic essence, creative demands, and craft of feature length screenwriting. Originality and distinctive voice will be analyzed and explored through readings and writing exercises. Students will write a rough draft feature length screenplay. Films and screenplays will be analyzed and discussed for critical and historical perspectives. Professional development opportunities will be presented. *MnTC (GELS):* Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: SCRW 313 Beginning Screenwriting , SCRW 314 New Screenplay Forms

Other Information: Community Engagement , Note: This course may be taken twice for credit.

SCRW 416, Projects in Screenwriting, 4 credits

In a supportive workshop environment, students will complete a market ready screenplay and prepare a portfolio of previous work. Students will also participate in community engagement opportunities such as attending film festivals and related professional networking events. Career development strategies will be presented. This is an opportunity to enhance screenwriting skills at an advanced level, reflect, and participate.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: SCRW 314 New Screenplay Forms , SCRW 415 Advanced Screenwriting

Other Information: Community Engagement

SOC

SOC 101, Introduction to Sociology, 3 credits

This course is an introduction to the sociological perspective. Students examine the social processes that shape societies and the course of their histories. The social nature of biographies is explored through the study of the family and socialization, education and work, bureaucracy and the economy, gender, social class, and race and ethnicity.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

SOC 301, Contemporary Sociology, 4 credits

This course introduces and explores the sociological perspective. The central theme of the course is what C. Wright Mills called the sociological imagination which enables us to grasp history and biography and the relations between the two within society. Students explore how they are embedded in ever widening social circles that range from local to global. The focus is on how social forces such as culture, race and ethnicity, nationality, religion, social class, and gender contribute to the shaping of societies and the course of their histories. Students use conceptual tools drawn from sociology to analyze a range of contemporary social issues.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

SOC 302, Interpersonal and Social Power: A View from Below, 4 credits

Power has traditionally been defined from the perspective of those who issue orders. This course examines power from the vantage point of those expected to follow orders. A model of empowerment is developed and applied to the interpersonal and social dynamics of domination and subordination with emphasis on gender, class, race and ethnicity. Novels, movies, autobiographies, simulation games and case studies are used to explore the power dimension in everyday life.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

SOC 303, Ethnic Conflict in Global Perspective, 4 credits

This is an era characterized by a global resurgence of ethnic identity and a revival of ethnic antagonisms. This course applies a comparative and historical perspective to the sources and dynamics of ethnic conflict. The processes of ethnic mobilization and social conflict are explored in case studies both global and domestic. Films, fiction, memoirs and classroom exercises are used to explore this topic.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Overlap: POL 303 Ethnic Conflict in Global Perspective.

SOC 304, Social Movements in Global Perspective, 4 credits

This course draws on key concepts from social theory to examine select social movements through a global perspective. Using case studies of movements that focus on such central themes as democracy, human rights, and economic justice, the course will explore how movements begin, the development of ideology and world view, and contrasting approaches to organization, tactics, strategy and leadership. On a broader level, students will examine the relationship between tradition and change, and movement and counter-movement, in order to evaluate how social movements have influenced-and continue to influence-the world we live in.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Global Perspective Goal(08)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Overlap: POL 304 Social Movements in Global Perspective. , Community Engagement

SOC 305, Race and Ethnicity: Sociological Perspectives, 4 credits

This course uses comparative methods to explore the sociological significance of race and ethnicity in the United States. Theories of ethnic stratification are assessed, and students evaluate the causes and consequences of prejudice, discrimination and institutional subordination. Through the social history of a variety of ethnic groups, students examine patterns of migration and settlement, community and family life, gender and class, and cultural values and norms.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

SOC 306, Deviance and Social Control, 4 credits

Who determines what is "normal" in society? What is the difference between deviance and social rebellion? How is labeling linked to discrimination and discrediting rather than helping and healing? This course examines the role of professionals and social institutions responsible for creating and enforcing public and private codes of behavior. Sexual orientation, mental illness and gender stereotypes are examples examined. Those who resist conforming to those codes are also studied. Students analyze theories, read criticism, view films and evaluate other forms of interdisciplinary documentation.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

SOC 309, Homelessness: Critical Issues for Policy and Practice, 4 credits

This course explores the experiences of the homeless and the public policies that affect them. The problems of homelessness are viewed from sociological and historical perspectives, as well as from a more experiential angle. The course emphasizes assessing the needs of the homeless and students serving as their advocates. Particular attention is devoted to race, gender, class, and age. Service learning is an integral part of this course. Students are expected to give forty-five hours of service to homeless people.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement

SOC 311, Community Organizing and Social Action, 4 credits

This course examines the theories, current trends and practical dimensions of how people organize to effect change. Topics include the nature of community organizing, cultural and historical models, issue identification, leadership development, approaches to social power, campaign planning and implementation, and the relationship of community organizing to other forms of social action. The class is participatory and includes intense interpersonal and reflective exercises designed to increase students organizing skills. Students will supplement classroom learning with a case study of a Metro area community organization.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I or equivalent, or have instructor's permission.

Other Information: Community Engagement , Overlap: POL 311 Community Organizing and Social Action.

SOC 319, Politics, Markets and Society, 4 credits

This course explores the contrasts and inter-relationships between three approaches to organizing our public life: democratic politics, economic markets, and the multiple associations that make up civil society. Students will investigate the basic characteristics and underlying principles of each approach and apply what they learn to an analysis of contemporary public issues. Students will evaluate the basic strengths and limits of each approach to civic engagement and public problem

solving, and reflect on the ethical dimensions of their roles as citizens, consumers and members of civil society.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Ethical/Civic Resp Goal(09)

Prerequisite: WRIT 131 Writing I

Other Information: Overlap: POL 319 Politics, Markets and Society

SOC 325, The Body in Society, 4 credits

This course provides a sociological perspective on the human body. While the body is a biological entity, the body is also social. The perceptions and meanings of the body are embedded in complex socio-cultural contexts. Students will examine how social processes and cultural practices shape human bodies and our everyday lived experiences. The course will also discuss bodies in relation to gender, sexuality, race, class, age, ability, and health. Lecture, discussion, multimedia materials, and a variety of readings are used to study the relationships between the body, culture, and society. Competence Statement Knows and understands the sociological perspective on the body and embodiment well enough to interpret, analyze, and evaluate the body in society at an advanced level.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

Prerequisite: WRIT 131 Writing I

SOC 381, Community Leadership: Principles and Approaches, 4 credits

What is leadership? What skills and qualities make a good leader? What is the relationship between leadership, civic participation and the common good? Open to both experienced leaders and those who are just starting out, this course will explore a variety of leadership principles and approaches as well as the relationship between civic engagement and social justice. Students will investigate a variety of community participation strategies including: volunteer service, citizen organizing, electoral politics, public and non-profit boards and commissions, and community development. On-line and community resources and assignments will supplement class-room based learning. Students will be able to apply previous community experience to completion of course requirements.

MnTC (GELS): Upper Division Liberal Studies Goal(LS)

Prerequisite: WRIT 131 Writing I or equivalent.

Other Information: Overlap: POL 381 Community Leadership: Principles and Approaches , Community Engagement

SOWK

SOWK 109, Introduction to Social Work, 4 credits

Students are introduced to the social work profession and the social welfare issues that it addresses. They learn about the history, values, theories and practices of social work which enables them to interact with social work professionals and to make an informed decision regarding their entry into social work. This course (or its equivalent) is a prerequisite to enter into the social work major and is open to all interested students.

Other Information: Community Engagement

SOWK 321, Social Work Practice I, 4 credits

This course examines frameworks for social work practice, social work values and ethics, ethnic competence in multicultural contexts and the professional relationship skills required for effective beginning social work practice. The stages of the problem solving process are examined in detail with emphasis on working at all levels of client systems: individuals and families; groups; and communities and organizations. An understanding of theories of culture and of multicultural interventions is emphasized. Prerequisite: Admission to social work major.

Other Information: Prerequisite: Admission to social work major.

SOWK 333, Human Behavior in the Social Environment , 4 credits

The course emphasizes ecological and theoretical perspectives for social work practice with culturally diverse populations and includes the study of human behavior and development throughout the lifespan. Students deepen their understanding of human diversity by examining ethnocentrism and racism, gender roles and sexism, and sexual identity and sexual orientation. Students apply the ecological model to better understand how social structures influence persons from diverse populations. The impact of systems of oppression, the intersectionality of oppressions and their impact on individuals, families, and communities is explored. Social work practice and policy implications are considered and applied from the biopsychosocial perspective.

Other Information: Prerequisites: Formal admittance to the Social Work program and 60 credits minimum.

SOWK 341, Comparative Racial/Ethnic Analysis I, 4 credits

This is the first of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. This class provides a framework to understand concepts of race, ethnicity, stigma, privilege and discrimination, an appreciation of the influence of social structures on the experience of communities of color in the United States, and an understanding of racial/ethnic communities in the urban Twin Cities. In addition, students will learn theory and practice effective group work using Intergroup Contact Theory.

Other Information: Racial Issues Graduation Requirement , Prerequisite: Admission to social work major.

SOWK 351, Social Research, credits

The social work program research curriculum emphasizes applying research findings to social work interventions, assessing the effectiveness of programs and policies, and assessing one's own practice at all levels. Special attention is paid to students' developing competence in comparative racial/ethnic analysis and in gender and class awareness. Social Research is the first of a two-course research sequence in the Social Work program curriculum and is taken at the end of the first year of the program. Students learn a range of social research theories and methods and then have the opportunity to apply them to social work practice. They apply research findings to a real-world situation either by implementing a single system research design or by conducting a program or policy evaluation. Prerequisite: Admission to social work major. ** Note: this is a variable credit course with credit range of 2 - 4.

Other Information: Community Engagement , Prerequisite: Admission to Social Work program. Note: SOWK 351 to be taken concurrently with SOWK 381 and SOWK 391.

SOWK 360, Social Welfare History and Policy , 4 credits

Students acquire a critical understanding of the historic development of social welfare policy within the social work profession. They analyze social welfare policy, paying special attention to implications for communities of color and the role of social work professionals. Students learn the historic roots of social welfare policy and the social work profession and address the European dominance and the gendered development of the profession. They learn two approaches for analyzing social welfare policies and then learn to apply one to an issue that especially concerns communities of color. Students also explore a range of approaches to affect policy change, stressing the historic role of women and people of color as change agents. Prerequisite: Admission

to social work major.

Other Information: Prerequisite: Admission to social work major.

SOWK 381, Community Learning Center Seminar, credits

Faculty facilitate the learning of small groups of students assigned to the community learning center field practicum. The field seminar offers students opportunities to integrate social work knowledge, skills and values within a culturally specific context. The seminar is largely experiential and focuses on helping students apply social work theories to real-world settings. Within this group process, students develop a learning contract for the field practicum; share knowledge and experiences in the field practicum; and discuss issues and topics in social work identified within the field setting. Students are expected to share thoughts and feelings on adjusting to a professional role; and they are expected to share their awareness of human diversity as it relates to the social work profession. ** Note: this is a variable credit course with credit range of 1 - 3.

Prerequisite: SOWK 321 Social Work Practice I

Corequisite: SOWK 391 Community Learning Center Practicum

Other Information: Community Engagement , Note: The instructor arranges schedules and student placements. SOWK 381 to be taken concurrently with SOWK 351 and SOWK 391.

SOWK 391, Community Learning Center Practicum, credits

Social work majors are immersed in one of the Twin Cities communities of color in the second semester of their program. They spend 20 hours weekly in a community learning center. In this experience, students engage in supervised direct-practice activities with organizations, communities, groups, families and individuals. They apply comparative racial/ethnic analysis theories and critique the usefulness of academic theory to practice in a community of color. ** Note: this is a variable credit course with credit range of 2 - 5.

Prerequisite: SOWK 321 Social Work Practice I

Corequisite: SOWK 381 Community Learning Center Seminar

Other Information: Community Engagement , Note: The instructor arranges schedules and student placements. SOWK 391 to be taken concurrently with SOWK 351 and SOWK 381.

SOWK 522, Social Work Practice II, 4 credits

This course emphasizes the theories and skills necessary for social workers to practice effectively at the community and governmental levels and professional ethics and

legal responsibilities in individual and family work. Using a case study approach, students apply change and comparative analysis theories in multicultural community projects and in the state legislature. Students also critique psychosocial assessments and interventions of simulated case studies using social work ethics and legal responsibilities as a guide.

Prerequisite: SOWK 321 Social Work Practice I , SOWK 351 Social Research , SOWK 381 Community Learning Center Seminar , SOWK 391 Community Learning Center Practicum

Other Information: Community Engagement

SOWK 542, Comparative Racial/Ethnic Analysis II, 4 credits

This is the second of two classes on racial/ethnic analysis that is critical to practice as a culturally competent social worker. The class continues the work of SOWK 341 and emphasizes an understanding of self in relationship to the concepts of race, ethnicity, stigma, privilege and discrimination. The Eight Cross Cultural Curative Factors Model is learned and applied to individual social work practice.

Other Information: Racial Issues Graduation Requirement

SOWK 552, Community Research and Advocacy, credits

This course is the second course in the research sequence and is offered at the end of the senior year. Students conduct a major advocacy research project focusing on an issue of concern to a community of color within the Twin Cities. Students learn to apply research theories, practice racial/ethnic analysis and social change to a real-life situation. ** Note: this is a variable credit course with credit range of 2 - 4.

Prerequisite: SOWK 351 Social Research , SOWK 522 Social Work Practice II , SOWK 542 Comparative Racial/Ethnic Analysis II , STAT 201 Statistics I

Other Information: Community Engagement

SOWK 582, Social Work Capstone Seminar, credits

Students examine the field practicum experience in a mainstream agency, applying theories they have acquired throughout the program. Students write a major integrating paper on generalist multicultural social work practice. Note: Should be taken along with SOWK 552 Community Research and Advocacy. ** Note: this is a variable credit course with credit range of 1 - 3.

Corequisite: SOWK 591 Social Work Senior Practicum

Other Information: Corequisite: SOWK 591 Social Work Senior Practicum AND

SOWK 592 Multicultural Child Welfare Senior Practicum. Note: Should be taken along with SOWK 552 Community Research and Advocacy.

SOWK 583, Analysis Application of Social Work Knowledge and Skills, 1 credits

Social workers review in a structured supportive environment the knowledge and skills necessary to provide a safe level of practice in accord with the Minnesota State Board of Social Work requirements for B.S.W. level licensure. Prerequisite: B.S.W. degree or senior status in social work major.

Other Information: Prerequisite: B.S.W. degree or senior status in social work major.

SOWK 584, Multicultural Child Welfare Field Seminar, credits

This course is designed to facilitate student learning through small student groups assigned to a special multicultural child welfare learning center. The Multicultural Field Seminar offers students the opportunities to explore and discuss the various facets of public child welfare, while integrating social work knowledge, theories and skills through a multicultural framework. This seminar discusses real clients, with real life changing needs. Students will be required to apply their cultural competency and critical thinking skills in processing client experiences at the micro, meso and macro levels. Students are further expected to develop learning contracts that guide their own development in the field practicum; work together on a group project; share knowledge and process experiences, and continually discuss their adjustment in the field practicum. Prerequisites: Senior status in the Social Work program ** Note: this is a variable credit course with credit range of 1 - 3.

Other Information: Community Engagement , Prerequisites: Senior status in the Social Work program.

SOWK 591, Social Work Senior Practicum, credits

Social work majors are involved in supervised social work practice in the Twin Cities for 20 hours weekly during the last semester of their senior year. Faculty assign students to an agency or setting based on students needs and interests, and the capacity of the agency or setting to meet those needs. Students practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. Master's-prepared community social workers supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to

enrich the agency or setting and its services. Prerequisites: Completion of all major requirements. ** Note: this is a variable credit course with credit range of 2 - 5.

Corequisite: SOWK 582 Social Work Capstone Seminar

Other Information: Prerequisites: Completion of all major requirements.

SOWK 592, Multicultural Child Welfare Senior Practicum, credits

Senior social work majors who are admitted to the Multicultural Child Welfare Project are placed for their senior practicum at Ramsey County Community Human Services for an extensive child welfare experience. Students are involved in supervised social work practice in this setting for 20 hours weekly during the last semester of their senior year. Students will have the opportunity to practice social work in at least two of the following categories: individuals, families, groups, organizations or communities. The scope of the environmental experience is from family preservation and child protection to foster care and adoption. A master's-prepared social worker will supervise the students' practica. Students are expected to contribute their knowledge of social work practice with people of color, acquired through their junior year social work curriculum to enrich the agency or setting and its services. Prerequisites: Completion of all major requirements. ** Note: this is a variable credit course with credit range of 1 - 5.

Other Information: Community Engagement , Prerequisites: Completion of all major requirements. Corequisite: SOWK 584 Multicultural Child Welfare Field Seminar.

SPAN

SPAN 101, Beginning Spanish I, 4 credits

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a beginning level.

MnTC (GELS): Global Perspective Goal(08)

SPAN 102, Beginning Spanish II, 4 credits

This course sequence builds and develops the communication skills, grammar and cultural knowledge needed to read, speak and understand Spanish at a low-intermediate level.

MnTC (GELS): Global Perspective Goal(08)

Other Information: Prerequisite: Normally the prior course in the sequence; this requirement may be waived with the instructor's consent.

SPAN 201, Intermediate Spanish I, 4 credits

This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

MnTC (GELS): Global Perspective Goal(08)

Other Information: Prerequisite: Normally students should have already completed two semesters of college-level Spanish; this requirement may be waived with the instructor's consent.

SPAN 202, Intermediate Spanish II, 4 credits

This course sequence builds on the principles and skills mastered in SPAN 101 and 102, Beginning Spanish I and II, with more focus on written and oral expression, from a high-intermediate level to an advanced level.

MnTC (GELS): Global Perspective Goal(08)

Other Information: Prerequisite: Normally the prior course in the sequence; this requirement may be waived with the instructor's consent.

SSCI

SSCI 100, Introduction to Social Science, 3 credits

How is society possible? Are human beings free? Can the individual make a difference? This course explores these and other fundamental questions drawn from the social sciences. Through films, novels, classroom exercises, and topical readings students investigate the relationship between the individual and society. Cross-cultural perspectives are integrated into the course.

MnTC (GELS): Hist/Soc/Behav Sci Goal(05) , Human Diversity Goal(07)

SSCI 300, Seeing Like a Social Scientist, 4 credits

Most of us are only dimly aware of how politics, culture, and society influence, and often coerce, our daily lives. The calling of a social scientist is to help us make these invisible social structures visible. In this course, students develop the skills and tools to discover, analyze, and interpret these obscure social processes. Ideally, this knowledge will have a liberating effect on their individual lives. Students will also

perceive how their civic and ethical participation can change politics, culture, and society, as well as themselves.

Prerequisite: WRIT 131 Writing I

SSCI 311, Research Methods in Social Science, 4 credits

This course provides an introduction to the basic concepts of social science research. Students learn and implement a variety of research methods, and critically reflect on the relationship of these methods to philosophical traditions within social science. The course examines two approaches to social science research, quantitative and qualitative, and the unique contribution of each approach for understanding social life. Experiential activities enhance classroom learning.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Prerequisite: SSCI 300 Seeing Like a Social Scientist , WRIT 131 Writing I or equivalent, or have instructor's permission.

SSCI 365, Social Science Internship: Leadership in Organizations and Public Life, credits

Students gain experience in applied social science while working as an intern in a non-profit or community-based organization, the public sector, or a social action group. Prior to registering, students meet with the instructor to select their specific internship project. Students supplement their specific field experience with participation in the group internship seminar which meets five times during the semester. Through this combination of extensive community-based experience and guided reading, writing and analysis, students develop their ability to integrate social science theory with community-based experience. ** Note: this is a variable credit course with credit range of 3 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Hist/Soc/Behav Sci Goal(05)

Other Information: Community Engagement

SSCI 401, Social Science Seminar: Contending Perspectives, 4 credits

This course provides students with the opportunity to understand, integrate, and apply the core themes and contending perspectives that underline the social studies disciplines. Through guided readings, research and discussion, seminar participants further develop the capacity to analyze selected issues through multiple lenses.

Students apply these multiple perspectives to teaching middle and secondary social studies.

Prerequisite: WRIT 231 Writing II or equivalent.

SSCI 451, Empirical Research Capstone, 4 credits

Social scientists investigate the patterns of human interactions and then seek to interpret, explain and communicate human behavior. This seminar is designed to provide a final, integrating experience for students with a social science major. Seminar participants complete a senior project that demonstrates an ability to design a study, collect new or existing data, analyze those findings and communicate the results.

Prerequisite: SSCI 300 Seeing Like a Social Scientist , SSCI 311 Research Methods in Social Science , SSCI 501 Great Ideas: Classics of Social Science , WRIT 231 Writing II

SSCI 452, Conceptual Research Capstone, 4 credits

The social sciences have been shaping our understanding of the human condition for 175 years. Students will be comparing and evaluating ideas that continue to engage and perplex thoughtful public intellectuals. The capstone project involves researching an idea that remains disputable. The goal of a student's thesis is an independent interpretation of a specific concept.

Prerequisite: SSCI 300 Seeing Like a Social Scientist , SSCI 311 Research Methods in Social Science , SSCI 501 Great Ideas: Classics of Social Science , WRIT 231 Writing II

SSCI 501, Great Ideas: Classics of Social Science, 4 credits

The social sciences have been shaping views of the human condition 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 writing by major thinkers like Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, Sigmund Freud, Ruth Benedict, Frantz Fanon and Hannah Arendt. The course addresses the social and historical roots of the great ideas as well as the moral aspirations and creative impulses of these social scientists.

Prerequisite: SSCI 300 Seeing Like a Social Scientist , SSCI 311 Research Methods in Social Science , WRIT 231 Writing II

Other Information: Overlap: SSCI 501G Great Ideas: Classics of Social Science.

Note: Senior status required.

SSED

SSED 440, Social Studies Curriculum and Differentiated Methods in Urban Grades K-6, 3 credits

This course encourages the pedagogies of reflective teaching, constructivism, and teaching for social justice and social change. Students will be introduced to current theories and research that examine effective teaching and meaningful learning in the elementary social studies. Urban teacher candidates will review content in various social studies disciplines while preparing to teach national, state, and local district social studies standards. Students will practice and model instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. Students will use formal and informal assessment strategies to evaluate and help foster the continuous intellectual, social and physical development of the learner. Urban elementary field experiences are part of the course requirements.

Other Information: Note: Permission required contact Taslima Khaled
Taslima.Khaled@metrostate.edu. Admission to the Urban Teacher Program.

SSED 450, Teaching Social Studies in Urban Grades 5-12, 4 credits

This course provides teacher candidates with a variety of approaches to organizing a social studies curriculum in grades 5-12, and multiple instructional methods for effective teaching in the urban, multicultural classroom. Knowledge of the core social studies disciplines (i.e., history, geography, government, and economics) will be applied by planning and discussing units and lessons that include a variety of instructional methods and authentic assessment to enhance student learning. Knowledge of American Indian history, culture, language and government will be applied in order to meet state teaching standards. Opportunities for practice teaching mini lessons will be afforded to enhance skill development as an urban teacher. Differing perspectives will be explored regarding the purpose of social studies education for democratic citizenship in a rapidly changing, increasingly diverse and interdependent, society and world. Clinical field experience hours are part of the course requirements.

Prerequisite: EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12 , EDU 306 Urban Middle School and High School Methods and at least 24 credits of social studies courses required for the Social Science Teaching major.

Other Information: Note: Admission to Urban Teacher Program or department approval required to register. Sequencing this course should be taken within one

semester of student teaching. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar.

STAT

STAT 201, Statistics I, 4 credits

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in real-world problem solving and decision making. Topics include frequency distributions, measures of location and variation, probability, sampling, design of experiments, sampling distributions, interval estimation, hypothesis testing, correlation and regression.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04)

Prerequisite: MATH 098 Introduction to Mathematical Thinking , MATH 099 Developmental Mathematics Using Web-Based Technology , MATH 102 Mathematics of Sustainability , MATH 115 College Algebra

Other Information: Prerequisites: A grade of C- or higher in MATH 98 or MATH 102, or placement at MATH 115 College Algebra on the mathematics assessment test offered by Placement Assessment Office. First day attendance required except by instructor permission.

STAT 252, Statistics Programming, 2 credits

This course covers advanced statistical programming techniques in hypothesis testing using the statistical software SPSS and R. Topics of this course include performing T-tests, Z-tests, Chi-square tests, and simple linear regression using SPSS and R. This course builds on the knowledge learned in STAT201 (Statistics I) and STAT251.

Prerequisite: STAT 201 Statistics I

Other Information: Note: First day attendance required except by instructor permission.

STAT 301, Analysis of Variance, 4 credits

This course covers fundamental to intermediate ideas of the analysis of variance (ANOVA) method of statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include one-factor ANOVA models, randomized block models, balanced and unbalanced two-factor ANOVA models, completely and partially nested ANOVA models, random and mixed effects, and repeated-measures

designs. Completion of STAT201 (Statistics I) is a prerequisite.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: STAT 201 Statistics I or equivalent. Familiar with statistical software.

STAT 311, Regression Analysis, 4 credits

This course covers fundamental to intermediate regression analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include simple and bivariate linear regression, residual analysis, multiple linear model building, logistic regression, the general linear model, analysis of covariance, and analysis of time series data.

Completion of STAT201 (Statistics I) is a prerequisite.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: STAT 201 Statistics I or equivalent. Familiar with statistical software.

STAT 321, Biostatistics, 4 credits

This course covers fundamental and intermediate topics in biostatistics, and builds on the ideas of hypothesis testing learned in STAT 201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use SPSS to do the analyses. Topics include designing studies in biostatistics, ANOVA, correlation, linear regression, survival analysis, categorical data analysis, logistic regression, nonparametric statistical methods, and issues in the analysis of clinical trials.

MnTC (GELS): Mathematical/Logical Reasoning Goal(04) , Upper Division Liberal Studies Goal(LS)

Prerequisite: STAT 201 Statistics I or equivalent. Familiar with statistical software.

STAT 331, Nonparametric Statistical Methods, 4 credits

This course covers the fundamental to intermediate ideas of nonparametric statistical analysis. The course builds on the ideas of hypothesis testing learned in STAT201 (Statistics I). The focus is on learning new statistical skills and concepts for real-world applications. Students will use statistical software to do the analyses. Topics include nonparametric methods for paired data, Wilcoxon Rank-Sum Tests, Kruskal-Wallis Tests, goodness-of-fit tests, nonparametric linear correlation and regression.

Completion of STAT201 (Statistics I) is a prerequisite for this course.

Prerequisite: STAT 201 Statistics I or equivalent. Familiar with statistical software.

THEA

THEA 201, Storytelling, 3 credits

This course uses storytelling and oral journaling as methods to communicate about modern times. Participants develop personal and traditional stories involving the use of humor, conflict resolution and imagination. The course explores literature in the oral-narrative tradition including the structure and genre of stories as well as the functions that oral-narratives play in developing culture. It is also a personal development course for communication, human services, nursing and business students.

MnTC (GELS): Humanities/Fine Arts Goal(06) , Communication Goal(01)

Other Information: Community Engagement

THEA 303, The Live Theater Experience, 4 credits

This course is designed to expose students to the wide and unique variety of theater available in the Twin Cities with a conscious emphasis on mission specific theater companies such as Theater Mu, Ten Thousand Things, Penumbra, Mixed Blood, etc. which practice color blind/color conscious casting. Through lecture, discussion, and play attendance at professional and semi-professional venues, students will acquire the skills to critically analyze and appreciate theater and its components. Early classes and on-line links/supporting materials are provided for navigating each play experience. Students will respond to each performance through one of several approaches, depending on the type of play attended.

Other Information: Fee: \$100 for discounted theater tickets. Prerequisite: Completion of Goal 1 writing requirements or instructor's permission.

THEA 321, Directed Readings in Theater, 4 credits

This course uses full length play scripts, videos of plays and film adaptations to tour the rich traditions of the theater. Students are required to demonstrate reading knowledge of all plays on their individual reading/viewing list, through on line discussions, and the focused analysis of six short questions for each play read or seen. This class can be done at home or on site at the teaching center, and may be taken for a maximum of eight credits.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts

Goal(06)

Other Information: Community Engagement

THEA 331, Voice: Speaking from Experience, 4 credits

In this course, students who wish to use their voices more expressively work through a variety of methods from relaxation and breathing exercises to personal storytelling and the practice and analysis of poetry, prose and drama. Students work to develop resonance, range, support and to relearn effective habits of vocal expression.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

THEA 345, Acting III, 4 credits

Actor training can be life enhancing. In this class, advanced students are guided to discover, explore and develop their emotional, physical and psychological resources using varied acting exercises and techniques. Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

THEA 346, Topics, credits

Studies in selected areas of theater art. (See class schedule for current topics.) **

Note: this is a variable credit course with credit range of 1 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01)

Other Information: Community Engagement

THEA 350I, Theater Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper knowledge, skills and the context of a given field. Site supervisors give guidance and direction to customized internship projects. Faculty members serve as liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning experience. Internships normally earn between one and four credits, requiring forty work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours scheduling, depending on the nature of the internship and site preferences. ** Note: this is a variable credit course with credit range of 1 - 9.

Other Information: Note: Students must have secured an internship site and have an

approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

THEA 351, Production and Performance Laboratory, credits

Two credits of off stage production support are required for the major and minor. Students enrolled in advanced acting/directing classes or working on season productions or special performance projects under faculty guidance may receive credit for rehearsal time spent out of the regular class period. Students cast in directing class scenes may also receive credit. Note: Students may take up to eight credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class. ** Note: this is a variable credit course with credit range of 2 - 4. ** Note: this is a variable credit course with credit range of 2 - 4.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Note: Students may take up to eight credits over time.

Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class. , Community Engagement

THEA 387, Theater History II: Contemporary, 4 credits

This course is for students interested in the implications of modern drama on our contemporary world. In this class, students explore some of the most exciting plays in modern and contemporary drama and experience the incredibly rich variety of theater offerings within their own community.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Community Engagement

THEA 400, Playwriting I, 4 credits

Writing for the spoken word and for acting demands different skills than writing for the page. Develop your ear, your signature of voice, your sense of subtext. Through a variety of approaches, from improvisation to creative autobiography, students explore character, conflict and drama as metaphor. Writers with material they would like to explore or adapt for the stage are welcome. Expect to complete at least one short play.

Other Information: Community Engagement

THEA 445, Advanced Acting, 4 credits

Art is in the becoming." In this class students move beyond a basic understanding of acting and toward a more complete connection between the role and the actor. A continuation of THEA 345 Acting III, students work further to develop the ability to sustain focus of attention, to concentrate energy and to deepen their understanding of character motivation and subtext. Students may have the opportunity to audition for directing class projects which rehearse outside of class time. This class may be taken twice for credit.

Prerequisite: THEA 345 Acting III or instructor's permission.

THEA 540, Directing and Creating Theater, 4 credits

Learn to analyze script, work with actors, construct a prompt book, and use the director's tools to elevate the written script to dramatic action. Students initially explore the possibilities of realistic drama with the option in the second half, to move on to original creations, collaborations or other styles of theater. All work is under the guidance of a director, toward the evolution of the specific theater piece. This class may be taken twice for credit.

Other Information: Community Engagement

WKSP

WKSP 001, New Student Orientation and Group Advising and Registration, 0 credits

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. In addition to completing Online Orientation, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. The New Student Orientation provides an overview of Metropolitan State University, by introducing students to financial aid information, advising, student services, student clubs/programs and much more. The GAR sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information. Students with 16 or fewer credits or admitted on Academic Probation are required to attend an on-campus GAR session.

Other Information: Note: Sign-in for the New Student Orientation and Group Advising and Registration (GAR) sessions begin 30 minutes prior to start time. Students are strongly encouraged to attend the earliest possible GAR date. To register

for the required online orientation and the optional GAR advising session, submit your request at <http://metro-gateway.custhelp.com/ci/documents/detail/2/nso-1>

WKSP 001P, Pathways Program, 0 credits

The Pathways Program is designed to help students navigate the sometimes confusing and often overwhelming process of career planning. Participants learn about career options within the insurance and financial services industry and other corporate environments while gaining the skills needed for a successful job search and lifelong career management. This online course is one component of the Pathways Program. Some on-campus meetings are required but can be arranged to work with your schedule.

WKSP 002, Online Orientation for New Students, 0 credits

After completing admission requirements and receiving notification of acceptance to Metro State, degree-seeking students are required to register for and complete Online Orientation. This must be completed prior to being able to register for classes. Online Orientation introduces students to academic support systems, GELS (general education/liberal studies) requirements, creative learning strategies, career services, scholarship and financial aid information, diagnostic assessment information, advising and student services, and student clubs and programs and much more. Additionally, you may choose to attend an optional on-campus New Student Orientation and Group Advising and Registration (GAR) session. GAR sessions provide students group level advising and the chance to meet in their college groups to receive program major and minor information.

Other Information: Note: Sign-in for the New Student Orientation and Group Advising and Registration (GAR) sessions begins 30 minutes prior to start time. Students are strongly encouraged to attend the earliest possible GAR date. ** Students with 16 or fewer credits or admitted on Academic Probation are required to attend an on-campus GAR session. All students are required to complete the new student online orientation and may attend an optional group advising and registration session. To register for the required orientation and optional advising session, please submit your request at <http://metro-gateway.custhelp.com/ci/documents/detail/2/nso-1>

WRIT

WRIT 001, Industry Standard Tools for Technical Communication Workshop, credits

This workshop assists graduate students in the MS Technical Communication program in acquiring skills and knowledge of professional tools.

Other Information: Note: Graduate status and member of Masters Technical Communication program or instructor permission.

WRIT 010, SCWA Internship Workshop, 0 credits

This is a mandatory workshop to help undergraduates prepare for academic internships (350I) in the following areas: ARTS; COMM; INFS; MDST; MUSC; RDNG; SCRW; THEA; WRIT. You cannot be registered for an academic internship unless you are registered in this workshop.

WRIT 101, Introduction to College Writing, 3 credits

This course is designed for students who may not have recently taken a college-level writing course or who have been placed in the class as a result of the writing assessment. Students write short essays and work on developing and organizing ideas, composing well-structured paragraphs, and writing clear sentences.

MnTC (GELS): General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement , Prerequisite: Placement on the writing assessment offered by Diagnostic Services. This course cannot be used to meet any general education requirement.

WRIT 121, Writing I Intensive, 5 credits

This course is the same as WRIT 131 Writing I except that sentence and paragraph structure are covered in more detail. First semester students may take this course instead of WRIT 131. Only three credits may be counted toward the general education writing requirement (the other two credits do not count toward any general education requirement). This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively.

MnTC (GELS): Communication Goal(01)

Other Information: Prerequisite[s]: Completion of the equivalent of ENG 090 or placement in WRIT 131 Writing I or WRIT 132 Written and /Visual Communication on the writing assessment offered by Placement Assessment Office. , Community Engagement

WRIT 131, Writing I, 3 credits

This course is an introduction to expository writing principles and processes. Students develop skill at analyzing audiences, generating ideas, organizing and developing thoughts, drafting sentences, and revising and handling mechanics. Students write, revise and edit extensively. Prerequisite: Placement in WRIT 131 Writing I or WRIT 132 Written and Visual Communication on the writing assessment offered by Placement Assessment Office.

MnTC (GELS): Communication Goal(01)

Other Information: Community Engagement , Prerequisite: Placement in WRIT 131 Writing I or WRIT 132 Written and Visual Communication on the writing assessment offered by Placement Assessment Office.

WRIT 231, Writing II, 3 credits

In this course, students learn strategies to critically analyze a variety of texts and essays; to understand how audience and social/cultural factors shape writing; and to research, evaluate, interpret, paraphrase, quote and summarize texts. Students write and revise several papers and critique the work of other students.

MnTC (GELS): Communication Goal(01)

Prerequisite: WRIT 131 Writing I , WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Placement Assessment Office. , WRIT 121 Writing I Intensive

Other Information: Community Engagement

WRIT 251, Introduction to Creative Writing, 3 credits

This course provides an introduction to the elements of writing short fiction, poetry, and creative non-fiction. Students learn a variety of approaches to creative writing in a cooperative class environment.

MnTC (GELS): Humanities/Fine Arts Goal(06)

Prerequisite: WRIT 121 Writing I Intensive , WRIT 131 Writing I , WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Placement Assessment Office.

Other Information: Community Engagement

WRIT 261, Business Writing, 3 credits

This course focuses on effective, persuasive communication within and between business organizations, from the perspective of employees and of managers. Students learn to critically analyze communication strategies, organizational cultures and common business texts, such as memos, reports and case studies; they learn to select quality data from primary and secondary sources; and they write and edit letters,

memos, reports and studies in situations that simulate the complexities of small companies and global corporations.

MnTC (GELS): Communication Goal(01)

Prerequisite: WRIT 121 Writing I Intensive , WRIT 131 Writing I , WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Placement Assessment Office.

Other Information: Note: Students are responsible to both be aware of and abide by prerequisites for WRIT courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites. Contact CWA Advising at 651.999.5965 for information.

WRIT 271, Technical Writing, 3 credits

In this course, students create a variety of documents, including technical memos, manuals, proposals and reports. Emphasis is placed on document design, effective organization and readability. This course especially benefits managers or technical employees who need to communicate technical information to business or general audiences.

MnTC (GELS): Communication Goal(01)

Prerequisite: WRIT 121 Writing I Intensive , WRIT 131 Writing I , WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Placement Assessment Office.

Other Information: Community Engagement , Note: Students are responsible to both be aware of and abide by prerequisites for WRIT courses for which they enroll, and will be administratively dropped from a course if they have not met prerequisites. Contact CWA Advising at 651.999.5965 for information.

WRIT 280, Digital Tools for Writing and Communication, 2 credits

This class begins with students self-assessing their digital skills in several areas, including design for print and digital documents; web tools; visual tools; and project management tools. Students work with the instructor to create a learning contract with the goal of acquiring tools in a certain number of these areas. In order to acquire knowledge of these tools, students complete online tutorials. Only offered S/N.

WRIT 300, Creative Writers, Identity and Race in the Twin Cities, 4 credits

This writing class, a combination of in-class meetings and significant individual work outside of class, explores the many ways that creative writing, from books to literary readings to public art projects, informs daily life. Much of the content of WRIT 300 focuses on how social constructs of race and racism have influenced creative writers in the Twin Cities, from the legacies and impacts of racism on writers; creative process and output to the creative writing communities; collective and institutional responses to racism. This writing class is designed for non-creative writing majors; students from all disciplines with an interest in creative writing are welcome.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06) , Human Diversity Goal(07)

Other Information: Racial Issues Graduation Requirement , Prerequisites: Completion of Part 1 of Goal 1.

WRIT 301, Professional and Technical Writing Careers, 2 credits

Students learn about the skill set required to succeed professionally and how they might acquire these skills through coursework. They also learn about career opportunities for professional writers and technical communicators through presentations by guest speakers and readings. Students also begin to develop an online portfolio.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Note: This course is S/N grading only. , Community Engagement

WRIT 302, Content Strategy, 2 credits

Content strategy encompasses the creation, management, testing, and governance of content, whether that be a website, printed document, social media, or other forms of information. In this class students will gain a comprehensive understanding of content for contemporary information-intensive organizations as well as hands-on skills to create effective, user-friendly, and culturally sensitive content.

Other Information: Prerequisites: Completion of Goal I.

WRIT 331, Writing in Your Major, 4 credits

Primarily for students who have completed their writing requirement, but who seek further writing instruction and practice, this course begins with a brief review of the principles of academic writing. It then engages students in the thinking and writing required in various disciplines throughout the university. Students study and practice

summary, explanation, analysis, interpretation and other critical strategies used to write essays, reports, research papers, case studies and other texts. The course also emphasizes understanding how audience, purpose and situation shape writing. Students learn how to use a flexible process of writing and revision to complete assignments, and how to respond constructively to the writing of others.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Communication Goal(01) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 231 Writing II , WRIT 261 Business Writing , WRIT 271 Technical Writing or instructor's consent. , NURS 364 Nursing Leadership I

Other Information: Community Engagement

WRIT 341, Writing the News in a Digital World, 4 credits

In this course, students analyze principles and methods of news gathering and reporting for web, broadcast and print news media. They then prepare a weekly schedule of reporting assignments, similar to those that might be completed by a newsroom intern. Students also complete several major assignments employing various news writing styles for digital, broadcast and print media.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 280 Digital Tools for Writing and Communication OR instructor's consent.

Other Information: Prerequisite: A 3 credit 200-level or 300-level writing course and WRIT 280 Digital Tools for Writing and Communication, or instructor's consent.

WRIT 344, Writing for Publication and Profit, 4 credits

This course examines writing as a full-or part-time business. Students learn to market their writing to appropriate publications, create effective book proposals, understand the conventions of the publishing industry and edit their own work.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Prerequisite: A 300-level writing course or instructor's permission.

WRIT 350I, Writing Individual Internship, credits

Students obtain internships in selected areas of study to gain deeper understand of knowledge, skills and the context of a given field. Faculty members serve as evaluators and liaisons between the internship sites and the university, providing information to students and potential supervisors and supervising the learning

experience. Internships normally earn between one and four credits, require 40 work hours per credit, and may be served through a standard hours/work schedule or with flexible work hours. ** Note: this is a variable credit course with credit range of 1 - 9. *Other Information:* Note: Students must have secured an internship site and have an approved Internship Agreement form before registering. For information on internship resources, guidelines and forms go to: www.metrostate.edu/ices click on academic internships. Grading is Pass/No credit only.

WRIT 352, Writing Memoir and Creative Nonfiction, 4 credits

This course focuses on writing memoir as well as specialized nonfiction genres such as biography, and nature or travel writing. Students read and discuss pieces by professional writers, learn to create and revise their own work, and comment on each others' writing. This course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

WRIT 353, Writing Short Fiction, 4 credits

Drawing on student ideas and experiences, this course develops the craft of short fiction writing in a workshop setting. Students read each other's work and explore the conventions of the short story. This course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

Other Information: Community Engagement

WRIT 354, Writing Poetry, 4 credits

In this course, students read and discuss poetry, learn the conventions of poetry writing, read each other's work and explore their own creative processes. This course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

WRIT 355, Writing Children's Literature, 4 credits

This class offers an introduction to writing children's literature in the genres of picture book, fiction, nonfiction and poetry in a workshop environment. Students examine works of guest authors and critique both published and student writings. Through activities and assignments, students have the opportunity to develop the unique craft and vision required to write quality children's literature. This course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

WRIT 357, Writers as Readers, 4 credits

This workshop course emphasizes the union of reading and creative writing. Good creative writers need to understand literature from the writer's perspective. They also need a comprehensive background in the various genres of literature and must be able to discuss, critique and identify the basic components of imaginative writing. This course focuses on tone, style, diction and author's voice through the students' own writing and through the readings of others.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

Other Information: Community Engagement

WRIT 358, 1000 Words or Less, 4 credits

Writing Short Creative Works is a multi-genre workshop designed for creative writers who wish to work exclusively on very short pieces. Students will deepen their knowledge of the general craft of writing, expand their personal writing horizons by writing outside familiar genres, and work intensively on drafting and revising short works. The range of writings possible in this class include poems, prose poems, personal essays, sudden fiction, humor writing, short-short memoirs and creative non-fiction, and other genre-defying work. This course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 251 Introduction to Creative Writing , WRIT 359 Boot Camp: Creative Writing for Non-Majors

Other Information: Note: This course may be taken twice for credit.

WRIT 359, Boot Camp: Creative Writing for Non-Majors, 4 credits

This class is a hands-on workshop that explores, explains and discusses all the essential aspects of craft employed in the writing of poetry, short fiction, short memoir and other, less easily-definable works of short creative writing. Character development, point of view, tense, dialogue, chronology, voice, narrative arc, pacing, tension within both scenes and an overall narrative, creative use of language, and all basic literary terms will be covered, with the goal of helping students tell a compelling story no matter the genre.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , Humanities/Fine Arts Goal(06)

Other Information: Prerequisites: Completion of Part 1 of Goal 1.

WRIT 371, Editing, 4 credits

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 in print and online.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 231 Writing II , WRIT 280 Digital Tools for Writing and Communication , WRIT 261 Business Writing , WRIT 280 Digital Tools for Writing and Communication , WRIT 271 Technical Writing , WRIT 280 Digital Tools for Writing and Communication

WRIT 372, Document and Information Design I, 4 credits

Methods and techniques of document and information design, including principles of graphic design, audience analysis, portfolio development, and use of professional software tools.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 131 Writing I , WRIT 231 Writing II , WRIT 371 Editing , WRIT 131 Writing I , WRIT 261 Business Writing , WRIT 371 Editing , WRIT 131 Writing I , WRIT 271 Technical Writing or equivalent. , WRIT 371 Editing

Other Information: Recommended: WRIT 280 Digital Tools for Writing and Communication or equivalent. , Community Engagement

WRIT 373, Writing and Designing for the Web I, 4 credits

This course introduces students to the principles, processes, and techniques of front-end Web development. Students gain solid knowledge and practical skills in HTML, CSS, website genres, design patterns, Web writing, and usability. Students will analyze and build websites. Students must already possess basic satisfactory digital literacy, such as managing files and folders, and adding and removing programs.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 131 Writing I , WRIT 231 Writing II , WRIT 371 Editing , WRIT 372 Document and Information Design I or instructor's consent for any prerequisite.

Other Information: Prerequisite: Completion of Goal 1, WRIT 280 Digital Tools for Writing and Communication, WRIT 371 Editing, WRIT 372 Document and Information Design I or instructor's consent for any prerequisite. , Community Engagement

WRIT 375, Environmental Communication, 4 credits

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.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , People/Environment Goal(10) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 231 Writing II , WRIT 261 Business Writing , WRIT 271 Technical Writing or equivalent with instructor's consent.

Other Information: Prerequisite: Successful completion of Goal 1 Communication. , Community Engagement

WRIT 461, Writing and Technical Communication Capstone, 4 credits

This class provides a bridge between academic study and professional careers in writing or technical communication. Students assess and reflect on their academic study; research and write a non-fiction essay, produce a capstone project, and complete a writer's portfolio. Projects may focus on a wide range of topics, including writing-related careers.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Prerequisites: At least 24 credits in the Technical Communication and Professional Writing (TCPW) major, or instructor's consent. , Community Engagement

WRIT 481, Advanced Creative Writing, credits

This advanced workshop provides students with the opportunity to develop and refine works of fiction, creative nonfiction or poetry. Open to all advanced creative writing students. Those who are nearing graduation who take this course to fulfill the capstone portfolio requirement for the writing major must register for five credits. This course may be repeated for credit. Prerequisite: Two 300-level creative writing courses or instructor's consent. ** Note: this is a variable credit course with credit range of 4 - 5. *MnTC (GELS):* Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Community Engagement , Prerequisite: Two 300-level creative writing courses or instructor's consent.

WRIT 531, Advanced Writing, 4 credits

This course focuses on the theory and practice of writing across genres. The course examines what genre is and why its an important concept for those who seek flexibility and versatility as writers. Students create a complex project of some length that incorporates a variety of genres to communicate a message. In addition, the course focuses on prose style, including practice in imitation, use of rhetorical devices, sentence and paragraph variety, and many other topics. Additional assignments include a multimedia project.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: Prerequisite: A 4-credit 300-level writing course or instructor's consent. , Community Engagement

WRIT 571, Advanced Editing, 4 credits

In this course, students hone and refine editing skills on a variety of levels. Topics include electronic editing, using electronic resources, dynamics of the editor-writer relationship, editing information graphics, advanced copyediting and developmental editing. Class exercises cover grammar, punctuation, and usage issues. Each student works with a writer to edit and develop an original text.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 280 Digital Tools for Writing and Communication , WRIT 371 Editing or instructor's permission.

WRIT 574, Usability and User Experience, 4 credits

This course focuses on usability and user experience for technical and information products. Students learn concepts, principles, processes, and methods of usability and user experience. Students work in teams and conduct a usability study systematically to improve an information product. Topics also include usability in business and organizational settings, usability workflow and governance. Students will also interact with user experience professionals.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Prerequisite: WRIT 372 Document and Information Design I , 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: Community Engagement , *Prerequisite:* Successful completion of Goal 1 Communication. WRIT 372 Document and Information Design I OR WRIT 373 Writing and Designing for the Web I. Waiving any pre-requisite is at the instructor's or department's discretion.

WRIT 583, Writing Major Projects, 4 credits

This independent study examines the principles and techniques of writing substantial professional or creative projects such as longer business documents, articles, grant applications, proposals, and works of fiction or creative non-fiction. 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. Course may be repeated for credit.

MnTC (GELS): Upper Division Liberal Studies Goal(LS) , General Education/Liberal Studies Elect. Goal(EL)

Other Information: *Prerequisite:* A 300-level writing course or instructor's consent.

GELS for 2018–2019

General Education/Liberal Studies/ Minnesota Transfer Curriculum 2018–2019 Course List

This course list is current as of March 1, 2018.

For the most current information view the *Current GELS/MnTC list* on the Class Schedule page at www.metrostate.edu.

This is the official list of Metropolitan State University courses that meet the General Education and Liberal Studies (GELS) requirements for all undergraduate students admitted to the university. To meet the university's General Education and Liberal Studies (GELS) requirements, students must complete each of the 10 goal areas of the Minnesota Transfer Curriculum (MnTC) and complete 48 unduplicated credits. Eight (8) of the 48 credits must be upper division (300-level or higher) to fulfill the university's Liberal Studies requirement. Each course title is followed by a number in parenthesis (4). This number indicates the number of credits for that course. Course titles followed by more than one number, such as (2-4), indicate a variable-credit course.

Superscript Number:

- Superscript number (¹⁰) indicates that a course meets more than one goal area requirement. For example, NSCI 204¹⁰ listed under Goal 3 meets Goals 3 and 10. Although the credits count only once, the course satisfies the two goal area requirements.
- Separated by a comma (^{3,LS}) indicates that a course will meet both areas indicated.
- Separated by a forward slash (^{7/8}) indicates that a course will meet one or the other goal area but not both.

Superscript LS (^{LS}):

- Indicates that a course will meet the Liberal Studies requirement.

Asterisk (*):

- Indicates that a course can be used to meet goal area requirements, but cannot be used as General Education or Liberal Studies Electives.

Goal 1: Communication (six or more credits in writing; three or more credits in oral and visual communication)

Writing		Oral and Visual Communication			
Introductory Writing (one course required)		COMM 103	Public Speaking (3)	INFS 340 ^{5,LS}	Research in Special Collections and Archives (4)
<i>Note: students must place at the intermediate level on the university's writing assessment essay to be exempt from this requirement.</i>		COMM 231	Introduction to Interpersonal Communication (3)	LING 111	Vocabulary Study (3)
		COMM 320 ^{9,LS}	Individual Rights and Public Discourse (4)	MDST 210	Introduction to Social Media and Online Community (4)
WRIT 121	Writing I Intensive (5)	COMM 321 ^{LS}	Gender, Sport and Communication in the U.S. (4)	MDST 361 ^{LS}	Visual Communication (4)
WRIT 131	Writing I (3)	COMM 331 ^{LS}	Intermediate Interpersonal Communication (4)	MDST 363 ^{LS}	Children, Adolescents and the Media (4)
WRIT 132	Written and Visual Communication (3)	COMM 351 ^{LS}	Communication in Work Groups (4)	PSYC 314 ^{LS}	Group Dynamics and Facilitation (4)
Intermediate Writing (one course required)		COMM 352 ^{LS}	Organizational Communication (4)	RDNG 112	The Educated Reader: Analytical Reading (4)
WRIT 231	Writing II (3)	COMM 361 ^{LS}	Managerial Communication (4)	THEA 201 ⁶	Storytelling (3)
WRIT 261	Business Writing (3)	COMM 372 ⁷	Health Communication (4)	THEA 331 ^{LS}	Voice: Speaking from Experience (4)
WRIT 271	Technical Writing (3)			THEA 345 ^{LS}	Acting III (4)
WRIT 331	Writing in Your Major (4)			THEA 346 ^{LS}	Topics (2-4)

Goal 2: Critical Thinking

Students who complete the university's general education requirements will have met this goal.

Goal 3: Natural Sciences (seven or more credits including a laboratory; + indicates the needed lab for previous listed course)

BIOL 101	Introduction to the Life Sciences (4)	CHEM 311 ^{10,LS}	Environmental Chemistry (3)	+HBIO 205L	Basic Microbiology Laboratory(0)
BIOL 105	Human Biology (4)	+CHEM 311L	Environmental Chemistry Laboratory (2)	NSCI 201 ¹⁰	Minnesota Ecology and Conservation Biology (4)
BIOL 106	Biology of Women (4)	CHEM 332 ^{LS}	Organic Chemistry II (4)	NSCI 203 ¹⁰	Plants and Human Affairs (4)
BIOL 107	Biology, Race, and Racism (4)	+CHEM 332L	Organic Chemistry II Laboratory (1)	NSCI 204 ¹⁰	Environmental Science (4)
BIOL 108	Introduction to Brain (3)	CHEM 361 ^{LS}	Inorganic Chemistry (5)	NSCI 216 ¹⁰	Engaging Science: Exploring its Nature (4)
BIOL 111	General Biology I (4)	GEOL 110	Introduction to Earth Sciences (4)	PHYS 100	How Things Work (4)
BIOL 112	General Biology II (4)	GEOL 112	Evolution of the Earth (4)	PHYS 101	Introduction to Astronomy (4)
CHEM 102	Introduction to Chemistry (4)	GEOL 118 ¹⁰	Environmental Geology (4)	PHYS 105 ¹⁰	Air, Weather and Climate (4)
CHEM 105	Survey of General, Organic and Biochemistry (4)	HBIO 201	Human Anatomy and Physiology I (4)	PHYS 107 ¹⁰	Energy and the Environment (4)
CHEM 107 ¹⁰	Chemistry, Society and the Environment (4)	+HBIO 201L	Human Anatomy and Physiology I Laboratory (0)	PHYS 110	Introduction to Physics (4)
CHEM 108	The Science of Cooking (3)	HBIO 202	Human Anatomy and Physiology II (4)	PHYS 111	General Physics I–Algebra Based (5)
CHEM 111	General Chemistry I (4)	+HBIO 202L	Human Anatomy and Physiology II Laboratory (0)	PHYS 211	Calculus Based Physics I (5)
+CHEM 111L	General Chemistry I Laboratory (0)	HBIO 205	Basic Microbiology (4)	PSYC 309 ^{LS}	Cognitive Psychology (4)
CHEM 112	General Chemistry II (4)			PSYC 312 ^{LS}	Research Methods (5)
+CHEM 112L	General Chemistry II Laboratory (0)			PSYC 345 ^{LS}	Biopsychology (5)
				PSYC 391 ^{LS}	Sensation and Perception (4)

GELS for 2018–2019 (continued)

Goal 3: Natural Sciences courses without associated labs

BIOL 108 Introduction to Brain (4) CHEM 108 The Science of Cooking (4)

Goal 4: Mathematical/Logical Reasoning (three or more credits)

Note: This requirement is waived for students placing above the college algebra level on the university's higher level math assessment.

MATH 110	Math for the Liberal Arts (4)	MATH 315 ^{LS}	Linear Algebra and Applications (4)	PHIL 204	Introduction to Symbolic Logic (4)
MATH 115	College Algebra (4)				
MATH 120	Pre-calculus (4)	MATH 320 ^{LS}	Introduction to Probability and Statistics (4)	STAT 201	Statistics I (4)
MATH 210	Calculus I (4)			STAT 301	Analysis of Variance (4)
MATH 211	Calculus II (4)	MATH 340 ^{LS}	Mathematical Modeling (4)	STAT 311	Regression Analysis (4)
MATH 215	Discrete Mathematics (4)	MATH 350 ^{LS}	Ordinary Differential Equations (4)	STAT 321	Biostatistics (4)
MATH 301 ^{LS}	Introduction to Analysis (4)				
MATH 310 ^{LS}	Calculus III: Multivariable Calculus (4)	MATH 370 ^{LS}	Modern Geometry (4)		
		MATH 375 ^{LS}	Complex Variables (4)		

Goal 5: History and the Social and Behavioral Sciences (six or more credits from two or more disciplines)

ANTH 101 ¹⁰	Human Origins (3)	ETHS 332 ^{7,LS}	Topics in Contemporary Native North America (4)	HIST 333 ^{10,LS}	The Greening of America: Environmental History since 1900 (4)
ANTH 301 ^{8,LS}	Approaches to Cultural Anthropology (4)	ETHS 335 ^{9,LS}	American Indian Nations: Law, Power and Persistence (4)	HIST 334 ^{7,LS}	The Great Depression of the 1930s (4)
ANTH 302 ^{8,LS}	Gender and Culture (4)	ETHS 342 ^{7,LS}	Contemporary Issues in Black America (4)	HIST 335 ^{7,LS}	A New Birth of Freedom: U.S. Civil War and Reconstruction (4)
ANTH 304 ^{8,LS}	Anthropology of Religion (4)	ETHS 352 ^{7,LS}	Latina/o Cultural Politics (4)	HIST 336 ^{7,LS}	From Roosevelt to Reagan: American History, 1932–1980 (4)
ANTH 308 ^{7,LS}	Archeology: Explaining the Past (4)	ETHS 363 ^{7,LS}	Asian American Women: Myths and Realities (4)	HIST 337 ^{LS}	U.S. Foreign Relations, World War I to the Present (4)
ANTH 309 ^{7,LS}	New Neighbors: The U.S. Hmong Community (4)	ETHS 375 ^{7,LS}	Black Life in Wealth and Poverty (4)	HIST 339 ^{LS}	History of Sexuality: Modern Perspectives (4)
ANTH 310 ^{8,LS}	Anthropology of Masculinity (4)	ETHS 380 ^{7,LS}	Special Topics in Ethnic Studies (2–4)	HIST 340 ^{LS}	Special Topics and Issues in History (2–4)
ANTH 320 ^{8,LS}	Anthropology in the Global Age (4)	GEOG 201 ¹⁰	Introduction to Geography (3)	HIST 341 ^{8,LS}	The Vietnam War (4)
ANTH 321 ^{8,LS}	Cultural Anthropology: Focus on Mexico and Central America (4)	GNDR 201 ⁷	Introduction to Gender and Women's Studies (4)	HIST 342 ^{7,LS}	The Sixties Experience (4)
ANTH 328 ^{7,LS}	Anthropology of Immigrants and Refugees (4)	GNDR 345 ^{8,LS}	Global Perspectives on Gender (4)	HIST 344 ^{LS}	From Reagan to Obama: America Since 1980 (4)
CJS 101	Introduction to Criminal Justice (3)	GNDR 367 ^{7,LS}	Transgender Identities (4)	HIST 346 ^{LS}	Minnesota History (4)
CJS 318 ^{LS}	Women and Crime (3)	GNDR 375 ^{7,LS}	Intersectionality (4)	HIST 348 ^{9,LS}	U.S. Legal History: A Survey (4)
CJS 340 ^{8,LS}	Comparative Criminal Justice (3)	HIST 101	The American Past: To 1865 (3)	HIST 350 ^{LS}	Europe: Creation and Conflict, 1500–1789 (4)
CJS 340A ^{8,LS}	Comparative Criminal Justice (3)	HIST 102	The American Past: From 1865 (3)	HIST 351 ^{8,LS}	Europe: The Global Power, 1789–Present (4)
CJS 350 ^{LS}	Citizenship: Community Involvement (3)	HIST 103	World History I: Patterns of Civilization to 1500 (3)	HIST 353 ^{LS}	Topics in European History (4)
CJS 354 ^{LS}	Restorative Justice (4)	HIST 104	World History II: The Modern World, 1500 to the Present (3)	HIST 353A ^{LS}	Topics in European History (4)
CJS 360 ^{7,LS}	Diversity Issues in Criminal Justice (3)	HIST 301 ^{LS}	Historical Interpretation (4)	HIST 354 ^{8,LS}	History of the Holocaust (4)
ECON 201	Macroeconomics (3)	HIST 303 ^{LS}	U.S. Economic Life: Business (4)	HIST 355 ^{LS}	Problems of Contemporary Europe in Historical Perspective (4)
ECON 202	Microeconomics (3)	HIST 304 ^{7,LS}	U.S. Economic Life: Working People (4)	HIST 357 ^{LS}	Gender in Early Modern Europe (4)
ECON 311 ^{10,LS}	Economics of the Environment (4)	HIST 305 ^{LS}	U.S. Economic Life: Technology (4)	HIST 361 ^{8,LS}	Africa: From Ancient Times to 1800 (4)
ECON 313 ^{LS}	Labor Economics (4)	HIST 309 ^{9,LS}	Women and Public Activism (4)	HIST 362 ^{8,LS}	Africa: From Colonialism to Independence (4)
ECON 314 ^{8,LS}	International and Comparative Economics (4)	HIST 310 ^{7,LS}	American Indian History (4)	HIST 363 ^{10,LS}	World Environmental History (4)
ECON 315 ^{7,LS}	Economics of Diversity (4)	HIST 311 ^{7,LS}	African American History (4)	HIST 370 ^{8,LS}	Behind the Great Wall: The Real China (4)
ECON 316 ^{LS}	Health Economics (4)	HIST 312 ^{7,LS}	Beginnings of American Society: Colonial and Revolutionary History (4)	HIST 371 ^{8,LS}	Understanding Modern Japan (4)
ECON 351 ^{LS}	Intermediate Macroeconomics (4)	HIST 313 ^{LS}	The American Presidents (4)	HIST 372 ^{8,LS}	History of Japanese Popular Culture (4)
ECON 352 ^{LS}	Intermediate Macroeconomics (4)	HIST 315 ^{7,LS}	The Civil Rights Movement in the 1960s	HIST 382 ^{8,LS}	Latin American History I: To 1910 (4)
ETHS 270	Global Blackness (4)	HIST 320 ^{7,LS}	History of Asian Americans (4)	HIST 383 ^{LS}	Latin America History II: 1910 to Present (4)
ETHS 303 ^{7,LS}	Politics of Racial Resistance and Protest in the United States (4)	HIST 327 ^{LS}	American History at the Movies (4)	HIST 391 ^{LS}	The Crusades: Origins and Global Perspectives (4)
ETHS 304 ^{10,LS}	Environmental Justice and Public Policy (4)	HIST 328 ^{7,LS}	Women in Modern U.S. History (4)	HIST 394 ^{8,LS}	Comparative Women's History (4)
ETHS 305 ^{7,LS}	Major Issues in U.S. Race Relations (4)	HIST 329 ^{7,LS}	Legacies: History of Women and the Family (4)		
ETHS 306 ^{7,LS}	Politics of Mixed Racial Identity (4)	HIST 331 ^{9,LS}	Religion and Politics in America (4)		
ETHS 309 ^{9,LS}	Race and Public Policy (4)				
ETHS 318 ^{7,LS}	Trauma and Traumascape (4)				
ETHS 326 ^{9,LS}	Race and Work in American Life (2–4)				

GELS for 2018–2019 (continued)

Goal 5 (continued): History and the Social and Behavioral Sciences (six or more credits from two or more disciplines)

HIST 395 ^{LS}	The Rise and Fall of Communism (4)	PSYC 302 ^{LS}	Adult Development and Lifelong Learning (4)	PSYC 352 ^{LS}	Early Childhood Programs: Advocacy and Communications Theory Seminar (4)
HIST 398 ^{LS}	World War II: A Global History (4)	PSYC 303 ^{LS}	Artificial Intelligence (4)	PSYC 353 ^{LS}	Selected Topics in Early Childhood (2-4)
HRM 330 ^{LS}	Personal and Industrial Psychology (4)	PSYC 304 ^{LS}	Battered Women: An Historical and Social Perspective (4)	PSYC 356 ^{LS}	Early Childhood Development within a Social/Cultural and Historical Context (4)
HSDS 307 ^{LS}	Blind, Deaf Blind and Deaf Culture, History and Resources (4)	PSYC 304 ^{LS}	Violence Against Women Theory Seminar (4)	PSYC 357 ^{LS}	Observing and Assessing Young Children: Birth Through Age Five (2)
HSDS 399 ^{LS}	The Disability Experience in Television and Film (4)	PSYC 305 ^{LS}	Behavior Disorders in Children (4)	PSYC 359 ^{LS}	Positive Behavior Guidance (2)
HSER 300 ^{LS}	Violence: Origins and Explanations (4)	PSYC 306 ^{LS}	Child Abuse (4)	PSYC 360 ^{LS}	Friday Forum Topics (2-4)
HSER 301 ^{LS}	Violence: Individual, Community and Global Responses (4)	PSYC 307 ^{LS}	Data/Statistical Analysis for the Behavioral Sciences (4)	PSYC 363 ^{LS}	Community Psychology (4)
HSER 415 ^{LS}	Spirituality and Helping (4)	PSYC 308 ^{LS}	Child Psychology (4)	PSYC 367 ^{LS}	Human Sexuality (4)
HSFS 338 ^{LS}	Family: Racial, Gender and Class Dimensions (4)	PSYC 308 ^{LS}	Child Psychology Theory Seminar (4)	PSYC 368 ^{LS}	Psychology of the LGBT Community (4)
HSFS 339 ^{LS}	Issues and Actions in Family Policy (4)	PSYC 311 ^{LS}	Life Span Developmental Psychology (4)	PSYC 370 ^{LS}	Political Psychology (4)
HSFS 341 ^{LS}	Work and Family (4)	PSYC 313 ^{LS}	Family Systems (4)	PSYC 380 ^{LS}	Adlerian Psychology (4)
HSFS 342 ^{LS}	Children in U.S. Society (4)	PSYC 315 ^{LS}	Adult Learning (4)	PSYC 381 ^{LS}	The American Male (4)
HSFS 343 ^{LS}	The Family: A Social/Psychological Exploration (4)	PSYC 316 ^{LS}	Holistic Health (2)	PSYC 382 ^{LS}	Community Services for the Mentally Retarded (4)
HSG 374 ^{LS}	Aging in America: A Personal Challenge (4)	PSYC 317 ^{LS}	Human Factors (4)	PSYC 384 ^{LS}	Education Futures (4)
IDST 323 ^{LS}	Chautauqua: Sense of Place (4)	PSYC 318 ^{LS}	Humanistic Psychology (2)	PSYC 385 ^{LS}	Educational Psychology (4)
IDST 330 ^{LS}	Women in Math, Science and Technology (4)	PSYC 319 ^{LS}	The Impact of Technology on Human and Organizational Behavior (4)	PSYC 387 ^{LS}	Environmental Psychology (4)
IDST 380 ^{LS}	Adult Learning and Social Change (4)	PSYC 320 ^{LS}	Individual Differences (4)	PSYC 388 ^{LS}	Marriage and Family Relations (4)
IDST 385 ^{LS}	Turning Points: Self-Transformation (4)	PSYC 321 ^{LS}	Jungian Psychology: Basic Concepts (2)	PSYC 389 ^{LS}	Mental Retardation: Adulthood and Old Age (4)
INFS 340 ^{LS}	Research in Special Collections and Archives (4)	PSYC 323 ^{LS}	The Nature of Creativity: A Psychological Perspective (4)	PSYC 390 ^{LS}	Mental Retardation: Issues, Assessment and Intervention (4)
LING 316 ^{LS}	The Nature of Language (4)	PSYC 324 ^{LS}	Practical Behavior Analysis and Modification (4)	PSYC 392 ^{LS}	Psychology and Education of the Gifted (4)
LING 326 ^{LS}	Language and Culture (4)	PSYC 325 ^{LS}	Psychoanalysis and Other Dynamic Theories (2)	PSYC 393 ^{LS}	Special Education Overview (4)
LING 327 ^{LS}	Language and Society (4)	PSYC 327 ^{LS}	Psychological Testing (4)	PSYC 393 ^{LS}	Special Education Overview Theory Seminar (4)
LING 346 ^{LS}	Language and Gender (4)	PSYC 328 ^{LS}	Psychology of African Americans (4)	PSYC 394 ^{LS}	Vocational Rehabilitation of Persons with Disabilities (4)
POL 101 ⁹	Introduction to American Government and Politics (3)	PSYC 329 ^{LS}	Psychology of Humor (4)	PSYC 395 ^{LS}	Coaching Psychology (4)
POL 301 ^{LS}	Citizenship in a Global Context (4)	PSYC 330 ^{LS}	Psychology of Learning: Contemporary Theories and Applications (4)	PSYC 397 ^{LS}	Developmental Disabilities: Issues, Concepts and Problem Solving (4)
POL 302 ^{LS}	Political Ideas (4)	PSYC 331 ^{LS}	Psychology of Men (4)	PSYC 399 ^{LS}	Applied Psychology Research Internship (3)
POL 303 ^{LS}	Ethnic Conflict in Global Perspective (4)	PSYC 332 ^{LS}	Psychology of Personality (4)	RELS 307 ^{LS}	Civil Religion: Theory, Practice, Analysis (4)
POL 304 ^{LS}	Social Movements in Global Perspective (4)	PSYC 333 ^{LS}	Psychology of Victims (4)	RELS 309 ^{LS}	Justice and Peace in Judaism, Christianity and Islam (4)
POL 305 ^{LS}	Elections and Political Parties (4)	PSYC 333 ^{LS}	Victimization Theory Seminar (4)	RELS 380 ^{LS}	Muslim Identities in the United States (4)
POL 311 ^{LS}	Community Organizing and Social Action (4)	PSYC 334 ^{LS}	Peace Studies and the Psychology of Peace (4)	SOC 101 ⁷	Introduction to Sociology (3)
POL 312 ^{LS}	Advocacy for Policy Change (4)	PSYC 335 ^{LS}	Psychology of Women (4)	SOC 301 ^{LS}	Contemporary Sociology (4)
POL 319 ^{LS}	Politics, Markets and Society (4)	PSYC 336 ^{LS}	Social Psychology (4)	SOC 302 ^{LS}	Interpersonal and Social Power: A View from Below (4)
POL 321 ^{LS}	World Politics (4)	PSYC 337 ^{LS}	Sports Psychology (4)	SOC 303 ^{LS}	Ethnic Conflict in Global Perspective (4)
POL 323 ^{LS}	The Middle East: Conflict and Change (4)	PSYC 338 ^{LS}	The Unconscious and Dreamwork (4)	SOC 304 ^{LS}	Social Movements in Global Perspective (4)
POL 331 ^{LS}	Law and the Legal Process (4)	PSYC 339 ^{LS}	Working with Children in the Middle Years (4)	SOC 305 ^{LS}	Race and Ethnicity: Sociological Perspectives (4)
POL 332 ^{LS}	Gender and the Law (4)	PSYC 340 ^{LS}	Understanding Death and Dying (4)	SOC 306 ^{LS}	Deviance and Social Control (4)
POL 333 ^{LS}	Constitutional Law: Civil Rights and Civil Liberties (4)	PSYC 341 ^{LS}	Violence and the Media: Psychological Effects of Film and Popular Music (4)	SOC 309 ^{LS}	Homelessness: Critical Issues for Policy and Practice (4)
POL 342 ^{LS}	Lobbying: A Citizen's Guide to the Legislative Process (4)	PSYC 343 ^{LS}	Drugs and Behavior: An Introduction to Behavioral Pharmacology (4)	SOC 310 ^{LS}	City Life: Space, Places and Community Life (4)
POL 381 ^{LS}	Community Leadership Theory Seminar (4)	PSYC 344 ^{LS}	Personnel and Industrial Psychology (4)	SOC 311 ^{LS}	Community Organizing and Social Action (4)
PSYC 100	General Psychology (4)	PSYC 346 ^{LS}	Health Psychology (4)	SOC 317 ^{LS}	Women in Minnesota Life: Education, Politics and Social Change (4)
PSYC 212 ⁷	Introduction to Diversity and Ethics in Psychology (3)	PSYC 350 ^{LS}	Early Childhood Programs: Management Principles and Applications Theory Seminar (4)	SOC 319 ^{LS}	Politics, Markets and Society (4)
PSYC 250	Academic and Career Pathways in Psychology (2)	PSYC 351 ^{LS}	Early Childhood Programs: Regulatory/Financial/Facility Management Theory Seminar (4)		
PSYC 300 ^{LS}	Abnormal Psychology (4)				
PSYC 301 ^{LS}	Adolescent Psychology (4)				

GELS for 2018–2019 (continued)

Goal 5 (continued): History and the Social and Behavioral Sciences (six or more credits from two or more disciplines)

SOC 325 ^{7,LS} SSCI 100 ⁷ SSCI 311 ^{LS}	The Body in Society (4) Introduction to Social Science (3) Research Methods in Social Science (4)	SSCI 365 ^{LS}	Social Science Group Internship: Civic Engagement and Public Life (4)	SSCI 396 ^{T8,LS} SSCI 512 ^{LS}	Travel and Culture Theory Seminar (4) Qualitative Research Methods (4)
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Goal 6: Humanities and the Fine Arts (six or more credits from two or more disciplines)

ARTS 106 ARTS 115 ARTS 200 ⁹ ARTS 300 ^{LS} ARTS 301 ^{LS} ARTS 302 ^{LS} ARTS 304 ^{LS} ARTS 306 ^{LS} ARTS 307 ^{LS} ARTS 309 ^{LS} ARTS 311 ^{LS} ARTS 316 ^{LS} ARTS 320 ^{LS} CJS 375 ^{9,LS} COMM 200 ⁹ ETHS 100 ⁷ ETHS 200 ⁷ ETHS 231 ⁹ ETHS 250 ⁷ ETHS 302 ^{7,LS} ETHS 311 ^{7,LS} ETHS 361 ^{7,LS} GNDR 270 ⁷ GNDR 365 ^{7,LS} GNDR 369 ^{7,LS} HUM 101 HUM 102 HUM 310 ^{LS} HUM 311 ^{LS} HUM 312 ^{LS} HUM 313 ^{LS} HUM 314 ^{LS} HUM 315 ^{LS} HUM 316 ^{8,LS} HUM 317 ^{8,LS} HUM 318 ^{LS} HUM 321 ^{LS} HUM 326 ^{LS} HUM 327 ^{8,LS} HUM 333 ^{7,LS} HUM 364 ^{7,LS} IDST 370 ^{7,LS} LIT 100 LIT 300 ^{LS}	Introduction to Drawing (4) Introduction to Photography (4) Creating Change through Comm., Writing and the Arts (3) Museums and Galleries (4) Current Topics (2-4) Exhibition Practices: Group Internship (2) Topics in Fibers (2-4) Intermediate Drawing (4) Painting (4) Photography: History of a Visual Artform (4) Watercolors (4) Intermediate Photography (4) Topics in Clay: Variable Subtitles (3) Criminal Justice Ethics (3) Creating Change Through Comm., Writing and the Arts (3) Introduction to Ethnic Studies (4) Theories of Race, Ethnicity and Culture (4) Global Native and Indigenous Studies (4) Social and Cultural Ecologies of Latinos in the United States (4) Immigrant Communities and the Trajectories of Othering (4) Understanding Racial and Ethnic Groups in the United States (4) History of Asian Americans (4) Gender, Race and Popular Culture (3) The Cultural Politics of GLBT Sexuality (4) GLBT Issues in Literature and Film (4) The World of Ideas: Ancient and Medieval (3) The World of Ideas: Modern (3) The First Civilizations (4) The Classical World: Greece (4) The Classical World: Rome (4) Medieval Civilization (4) The Renaissance (4) The Enlightenment (4) Romanticism (4) Modernism (4) Postmodernism (4) Myth (4) Folklore (4) Convivencia (2-4) The Photo and the Other (4) The Harlem Renaissance (4) Cinema, Self and Other (4) Introduction to Literature (3) Literary Analysis (3)	LIT 301 ^{LS} LIT 302 ^{LS} LIT 303 ^{LS} LIT 306 ^{LS} LIT 307 ^{LS} LIT 312 ^{7,LS} LIT 315 ^{LS} LIT 327 ^{LS} LIT 330 ^{LS} LIT 332 ^{LS} LIT 341 ^{LS} LIT 342 ^{7,LS} LIT 345 ^{7,LS} LIT 347 ^{LS} LIT 349 ^{10,LS} LIT 361 ^{7,LS} LIT 362 ^{7,LS} LIT 363 ^{7,LS} LIT 364 ^{8,LS} LIT 365 ^{8,LS} LIT 371 ^{LS} LIT 372 ^{8,LS} LIT 374 ^{LS} LIT 377 ^{LS} LIT 390 [*] MDST 330 ^{LS} MDST 370 ^{LS} MDST 371 ^{LS} MDST 375 ^{7,LS} MUSC 133 MUSC 220 MUSC 322 ^{LS} MUSC 330 ^{LS} MUSC 333 ^{LS} PHIL 100 PHIL 102 ⁹ PHIL 105 PHIL 106 PHIL 301 ^{9,LS} PHIL 302 ^{9,LS} PHIL 303 ^{LS} PHIL 306 ^{7,LS} PHIL 310 ^{10,LS} PHIL 320 ^{9,LS} PHIL 321 ^{9,LS} PHIL 325 ^{9,LS} PHIL 327 ^{9,LS} PHIL 334 ^{LS}	The Short Story (4) The Novel (4) Drama (4) Comedy in Literature (4) Poetry (4) Women Writers (4) Gender in Literature and Film (4) The Fairy Tale (4) Children's Literature (4) Adolescent Literatures (4) American Literature: Beginnings–1870 (4) American Literature: 1870–Present (4) Working-Class Literature (4) Hemingway and Friends (4) American Nature Writers (4) African-American Literature (4) Black Women Writers (4) American Indian Literature (4) Literature by Immigrants of Color(4) Asian Women Writers(4) English Literature: Beginnings–1800 (4) English Literature: 1800–Present (4) Legends of King Arthur (4) Shakespeare (4) Authors and Topics in Literature (2-4) Topics in Film Studies (4) Contemporary Cinema (4) American Film: Tradition and Trends (4) Women in Film (4) Class Guitar I (4) Music Appreciation (4) Topics in Music (4) Experimental Music (4) Applied Guitar Study (4) Multicultural Introduction to Philosophy (4) Philosophy, Film and the Meaning of Life (4) Views and Human Nature (3) Philosophy of Religion (3) Ethical Inquiry (4) Philosophy Now(4) Principles of Inquiry: Ways of Knowing (4) Philosophy and Sexuality (4) Environmental Philosophy (4) Business Ethics (4) Medical Ethics (4) Criminal Justice Ethics (4) Ethics in the Information Age (4) Philosophy for Children (4)	PHIL 352 ^{9,LS} PHIL 354 ^{LS} PHIL 362 ^{7,LS} PHIL 365 ^{7,LS} PHIL 366 ^{7,LS} PHIL 375 ^{LS} PHIL 376 ^{LS} PHIL 378 ^{LS} PHIL 379 ^{LS} RELS 301 ^{LS} RELS 301 ^{TLS} RELS 302 ^{LS} RELS 303 ^{LS} RELS 303 ^{TLS} RELS 304 ^{8,LS} RELS 305 ^{8,LS} RELS 306 ^{7,LS} RELS 308 ^{8,LS} RELS 312 ^{8,LS} RELS 322 ^{7,LS} RELS 333 ^{7,LS} RELS 344 ^{LS} RELS 355 ^{LS} RELS 366 ^{LS} RELS 377 ^{7,LS} RELS 390 ^{7,LS} SCRW 313 ^{LS} SCRW 383 ^{LS} THEA 201 ¹ THEA 321 ^{LS} THEA 351 ^{LS} THEA 387 ^{LS} WRIT 251 WRIT 300 ^{7,LS} WRIT 359 ^{LS}	Borders, Walls, Us and Them(4) Economic Justice: Who Gets What and Why? (4) African and African-American Philosophy (4) The Cultural Politics of GLBT Sexuality (4) Race and Racism: Philosophical Problems (4) Ancient Greek Philosophy (4) Early Modern European Philosophy (4) Contemporary Epistemology and Metaphysics (4) Contemporary Moral Theory (4) Introduction to Religious Studies (4) Introduction to Religious Studies Theory Seminar (4) Intro to the Hebrew Bible (the Old Testament) (4) Intro to the Christian Scriptures (the New Testament) (4) Introduction to the Christian Scriptures (the New Testament) Theory Seminar (4) Introduction to World Religions (4) Jewish-Christian Encounter (4) The Spiritual Journey (4) World of Islam (4) Religious Traditions of China (4) American Indian Spirituality (4) Race and Religion (4) Religion and Psychology (4) Religion and Politics in America (4) Religion, Morality and Contemporary U.S. Society (4) Women and Religion (4) Zen Buddhism in American Culture (4) Beginning Screenwriting (4) Writing for Video Games (4) Storytelling (3) Directed Readings in Theater (4) Production and Performance Laboratory (4) Theater History II (4) Introduction to Creative Writing (4) Creative Writers, Identity and Race in the Twin Cities (4) Boot Camp: Creative Writing for Non-Majors (4)
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GELS for 2018–2019 (continued)

Goal 7: Human Diversity (three or more credits)

ANTH 308 ^{5,LS}	Archeology: Explaining the Past (4)	ETHS 375 ^{5,LS}	Black Life in Wealth and Poverty (4)	IDST 370 ^{6,LS}	Cinema, Self and Other (4)
ANTH 309 ^{5,LS}	New Neighbors: The U.S. Hmong Community (4)	ETHS 380 ^{5,LS}	Special Topics in Ethnic Studies (2–4)	IDST 380 ^{5,LS}	Adult Learning and Social Change (4)
ANTH 328 ^{7,LS}	Anthropology of Immigrants and Refugees (4)	ETHS 499 ^{LS}	Ethnic Studies Capstone (4)	IDST 425	Community, Diversity and Utopia (4)
CJS 360 ^{5,LS}	Diversity Issues in Criminal Justice (3)	ETHS 499T ^{LS}	Ethnic Studies Capstone Theory Seminar (4)	LING 327 ^{5,LS}	Language and Society (4)
COMM 233	Introduction to Intercultural Communication (3)	GNDR 201 ⁵	Introduction to Gender and Women's Studies (4)	LING 346 ^{5,LS}	Language and Gender (4)
COMM 372 ¹	Health Communication (4)	GNDR 220	Introductory Topics in Gender Studies (2–4)	LIT 312 ^{6,LS}	Women Writers (4)
ECON 315 ^{5,LS}	Economics of Diversity (4)	GNDR 270 ⁶	Gender, Race and Popular Culture (3)	LIT 342 ^{6,LS}	American Literature: 1870–Present (4)
EDU 451 ^{LS}	Refugees and Immigrants in Urban Schools (3)	GNDR 300 ^{LS}	Topics in Gender Studies (2–4)	LIT 345 ^{6,LS}	Working-Class Literature (4)
ETHS 100 ⁶	Introduction to Ethics Studies (4)	GNDR 365 ^{6,LS}	The Cultural Politics of GLBT Sexuality (4)	LIT 361 ^{6,LS}	African-American Literature (4)
ETHS 200 ⁶	Theories of Race, Ethnicity and Culture (4)	GNDR 367 ^{5,LS}	Transgender Identities (4)	LIT 362 ^{6,LS}	Black Women Writers (4)
ETHS 232	American Indians in Minnesota (2)	GNDR 369 ^{6,LS}	GLBT Issues in Literature and Film (4)	LIT 363 ^{6,LS}	American Indian Literature (4)
ETHS 244	African Americans in Minnesota (2)	GNDR 375 ^{5,LS}	Intersectionality (4)	MDST 375 ^{6,LS}	Women in Film (4)
ETHS 250 ⁶	Social and Cultural Ecologies of Latinas/os in the United States (4)	HIST 304 ^{5,LS}	U.S. Economic Life: Working People (4)	MDST 381 ^{LS}	Video Game Culture (4)
ETHS 252	Latina/os in Minnesota (2)	HIST 310 ^{5,LS}	American Indian History (4)	MGMT 360*	Managing a Diverse Workforce (4)
ETHS 262	Asian Americans in Minnesota (2)	HIST 311 ^{5,LS}	African American History (4)	PHIL 306 ^{6,LS}	Philosophy and Sexuality (4)
ETHS 302 ^{6,LS}	Immigrant Communities and the Trajectories of Othering (4)	HIST 312 ^{5,LS}	Beginnings of American Society: Colonial and Revolutionary History (4)	PHIL 362 ^{6,LS}	African and African-American Philosophy (4)
ETHS 303 ^{5,LS}	Politics of Racial Resistance and Protest in the United States (4)	HIST 315 ^{5,LS}	Civil Rights Movement in the 1960s (4)	PHIL 365 ^{6,LS}	The Cultural Politics of GLBT Sexuality (4)
ETHS 305 ^{5,LS}	Major Issues in U.S. Race Relations (4)	HIST 320 ^{5,LS}	History of Asian Americans (4)	PHIL 366 ^{6,LS}	Race and Racism: Philosophical Problems (4)
ETHS 306 ^{5,LS}	Politics of Mixed Racial Identity (4)	HIST 328 ^{5,LS}	Women in Modern U.S. History (4)	POL 332 ^{5,LS}	Gender and the Law (4)
ETHS 311 ^{6,LS}	Understanding Racial and Ethnic Groups in the United States (4)	HIST 329 ^{5,LS}	Legacies: A History of Women and the Family (4)	PSYC 212 ⁵	Introduction to Diversity and Ethics in Psychology (3)
ETHS 315 ^{LS}	Color of Incarceration (4)	HIST 334 ^{5,LS}	The Great Depression of the 1930s (4)	PSYC 328 ^{5,LS}	Psychology of African Americans (4)
ETHS 316 ^{LS}	Race and Religion (4)	HIST 335 ^{5,LS}	A New Birth of Freedom: U.S. Civil War and Reconstruction (4)	PSYC 335 ^{5,LS}	Psychology of Women (4)
ETHS 318 ^{5,LS}	Trauma and Traumascape (4)	HIST 336 ^{5,LS}	From Roosevelt to Reagan: American History, 1932–1980 (4)	PSYC 356 ^{5,LS}	Early Childhood Development within a Social/Cultural and Historical Context (4)
ETHS 331 ^{LS}	American Indian History (4)	HIST 342 ^{5,LS}	The Sixties Experience (4)	PSYC 368 ^{5,LS}	Psychology of the LGBT Community (4)
ETHS 332 ^{5,LS}	Topics in Contemporary Native North America (4)	HSDS 307 ^{5,LS}	Blind, Deaf Blind and Deaf Culture, History and Resources (4)	RELS 306 ^{6,LS}	The Spiritual Journey (4)
ETHS 334 ^{LS}	American Indian Spirituality (4)	HSDS 399 ^{5,LS}	The Disability Experience in Television and Film (4)	RELS 322 ^{6,LS}	American Indian Spirituality (4)
ETHS 336 ^{LS}	American Indian Literature (4)	HSER 303 ^{LS}	Disability Awareness (4)	RELS 333 ^{6,LS}	Race and Religion (4)
ETHS 341 ^{LS}	African American History (4)	HSER 307 ^{LS}	Gender Violence in Global Perspective (4)	RELS 377 ^{6,LS}	Women and Religion (4)
ETHS 342 ^{5,LS}	Contemporary Issues in Black America (4)	HSER 309 ^{LS}	Violence and Disability (4)	RELS 390 ^{6,LS}	Zen Buddhism in American Culture (4)
ETHS 343 ^{LS}	Civil Rights Movement in the 1960s (4)	HSER 415 ^{5,LS}	Spirituality and Helping (4)	SOC 101 ⁵	Introduction to Sociology (4)
ETHS 344 ^{LS}	African-American Literature (4)	HSFS 341 ^{5,LS}	Work and Family (4)	SOC 301 ^{5,LS}	Contemporary Sociology (4)
ETHS 352 ^{5,LS}	Latina/o Cultural Politics (4)	HSFS 342 ^{5,LS}	Children in U.S. Society (4)	SOC 305 ^{5,LS}	Race and Ethnicity: Sociological Perspectives (4)
ETHS 354 ^{LS}	Latina/o Gender and Sexuality (4)	HUM 333 ^{6,LS}	The Photo and the Other (4)	SOC 306 ^{5,LS}	Deviance and Social Control (4)
ETHS 361 ^{6,LS}	History of Asian Americans (4)	HUM 364 ^{6,LS}	The Harlem Renaissance (4)	SOC 317 ^{5,LS}	Women in Minnesota Life: Education, Politics and Social Change (4)
ETHS 363 ^{5,LS}	Asian American Women: Myths and Realities (4)	IDST 330 ^{5,LS}	Women in Math, Science and Technology (4)	SOC 325 ^{5,LS}	The Body in Society (4)
ETHS 370 ^{LS}	Black Thought (4)			SSCI 100 ⁵	Introduction to Social Science (4)
				WRIT 300 ^{6,LS}	Creative Writers, Identity and Race in the Twin Cities (4)

GELS for 2018–2019 (continued)

Goal 8: Global Perspective (three or more credits)

ANTH 301 ^{5,LS}	Approaches to Cultural Anthropology (4)	HIST 370 ^{5,LS}	Behind the Great Wall: The Real China (4)	OJIB 101	Beginning Ojibwe I (4)
ANTH 302 ^{5,LS}	Gender and Culture (4)	HIST 371 ^{5,LS}	Understanding Modern Japan (4)	POL 303 ^{5,LS}	Ethnic Conflict in Global Perspective (4)
ANTH 304 ^{5,LS}	Anthropology of Religion (4)	HIST 372 ^{5,LS}	History of Japanese Popular Culture (4)	POL 304 ^{5,LS}	Social Movements in Global Perspective (4)
ANTH 310 ^{5,LS}	Anthropology of Masculinity (4)	HIST 382 ^{5,LS}	Latin American History I: To 1910 (4)	POL 321 ^{5,LS}	World Politics (4)
ANTH 320 ^{5,LS}	Anthropology in the Global Age (4)	HIST 394 ^{5,LS}	Comparative Women's History (4)	POL 323 ^{5,LS}	The Middle East: Conflict and Change (4)
ANTH 321 ^{5,LS}	Cultural Anthropology: Focus on Mexico and Central America (4)	HRM 585*	International Human Resource Management (4)	RELS 304 ^{6,LS}	Introduction to World Religions (4)
CJS 340 ^{5,LS}	Comparative Criminal Justice (3)	HSCI 309 ^{LS}	Global Health Issues (3)	RELS 305 ^{6,LS}	Jewish-Christian Encounter (4)
CJS 340A ^{5,LS}	Comparative Criminal Justice (3)	HUM 316 ^{6,LS}	Romanticism (4)	RELS 308 ^{6,LS}	World of Islam (4)
COMM 333 ^{LS}	Intermediate Intercultural Communication (4)	HUM 317 ^{6,LS}	Modernism (4)	RELS 309 ^{5,LS}	Justice and Peace in Judaism, Christianity and Islam (4)
COMM 333A ^{LS}	Intermediate Intercultural Communication (4)	HUM 327 ^{6,LS}	Convivencia (2-4)	RELS 312 ^{6,LS}	Religious Traditions of China (4)
ECON 314 ^{5,LS}	International and Comparative Economics (4)	IBUS 311*	International Business Environment and Operations (4)	RELS 380 ^{5,LS}	Muslim Identities in the United States (4)
GNDR 345 ^{5,LS}	Global Perspectives on Gender (4)	LING 316 ^{5,LS}	The Nature of Language (4)	SOC 303 ^{5,LS}	Ethnic Conflict in Global Perspective (4)
HIST 341 ^{5,LS}	The Vietnam War (4)	LING 326 ^{5,LS}	Language and Culture (4)	SOC 304 ^{5,LS}	Social Movements in Global Perspective (4)
HIST 351 ^{5,LS}	Europe: the Global Power, 1789–Present (4)	LIT 364 ^{6,LS}	Literature by Immigrants of Color (4)	SPAN 101	Beginning Spanish I (4)
HIST 354 ^{5,LS}	History of the Holocaust (4)	LIT 365 ^{6,LS}	Asian Women Writers (4)	SPAN 102	Beginning Spanish II (4)
HIST 361 ^{5,LS}	Africa: From Ancient Times to 1800 (4)	LIT 372 ^{6,LS}	English Literature: 1800–Present (4)	SPAN 201	Intermediate Spanish I (4)
HIST 362 ^{5,LS}	Africa: From Colonialism to Independence (4)	MDST 378 ^{LS}	World Cinema (4)	SPAN 202	Intermediate Spanish II (4)
		MKTG 480*	International Marketing (4)	SSCI 396T ^{5,LS}	Travel and Culture Theory Seminar (4)
		OJIB 100	Ojibwe Culture and Language (4)		

Goal 9: Ethical and Civic Responsibility (three or more credits)

ARTS 200 ⁶	Creating Change Through Comm., Writing and the Arts (3)	IDST 321 ^{LS}	Human Rights and the Educated Citizen (4)	POL 333 ^{5,LS}	Constitutional Law: Civil Rights and Civil Liberties (4)
CJS 375 ^{6,LS}	Criminal Justice Ethics (3)	PHIL 102 ⁶	Philosophy, Film and the Meaning of Life (4)	POL 342 ^{5,LS}	Lobbying: A Citizen's Guide to the Legislative Process (4)
COMM 200 ⁶	Creating Change Through Comm., Writing and the Arts (4)	PHIL 301 ^{6,LS}	Ethical Inquiry (4)	POL 381T ^{5,LS}	Community Leadership Theory Seminar (4)
COMM 320 ^{1,LS}	Individual Rights and Discourse (4)	PHIL 302 ^{6,LS}	Philosophy Now(4)	PSYC 334 ^{5,LS}	Peace Studies and the Psychology of Peace (4)
ETHS 231 ⁷	Global Native and Indigenous Studies (4)	PHIL 320 ^{6,LS}	Business Ethics (4)	RELS 307 ^{LS}	Civil Religion: Theory, Practice and Analysis (4)
ETHS 309 ^{5,LS}	Race and Public Policy (4)	PHIL 321 ^{6,LS}	Medical Ethics (4)	SOC 302 ^{5,LS}	Interpersonal and Social Power: A View from Below (4)
ETHS 326 ^{LS}	Race and Work in American Life (2-4)	PHIL 325 ^{6,LS}	Criminal Justice Ethics (4)	SOC 309 ^{5,LS}	Homelessness: Critical Issues for Policy and Practice (4)
ETHS 335 ^{5,LS}	American Indian Nations: Law, Power and Persistence (4)	PHIL 327 ^{6,LS}	Ethics in the Information Age (4)	SOC 310 ^{5,LS}	City Life: Space, Places and Community Life (4)
HIST 309 ^{5,LS}	Women and Public Activism (4)	PHIL 352 ^{6,LS}	Borders, Walls, Us and Them (4)	SOC 311 ^{5,LS}	Community Organizing and Social Action (4)
HIST 331 ^{5,LS}	Religion and Politics in America (4)	POL 101 ⁵	Introduction to American Government and Politics (3)	SOC 319 ^{5,LS}	Politics, Markets and Society (4)
HIST 348 ^{5,LS}	U.S. Legal History: A Survey (4)	POL 301 ^{5,LS}	Citizenship in a Global Context (4)		
IDST 310 ^{LS}	Principles of Civic Engagement (4)	POL 302 ^{5,LS}	Political Ideas (4)		
		POL 305 ^{5,LS}	Elections and Political Parties (4)		
		POL 311 ^{5,LS}	Community Organizing and Social Action (4)		
		POL 312 ^{5,LS}	Advocacy for Policy Change (4)		
		POL 319 ^{5,LS}	Politics, Markets and Society (4)		

Goal 10: People and the Environment (three or more credits)

ANTH 101 ⁵	Human Origins (3)	ETHS 304 ^{5,LS}	Environmental Justice and Public Policy (4)	NSCI 203 ³	Plants and Human Affairs (4)
BIOL 315 ^{LS}	Limnology (5)	GEOG 201 ⁵	Introduction to Geography (3)	NSCI 204 ³	Environmental Science (4)
BIOL 320 ^{LS}	Ecosystem and Global Ecology (5)	GEOL 118 ³	Environmental Geology (4)	NSCI 216 ³	Engaging Science: Exploring Nature (4)
BIOL 415 ^{LS}	Pollution Ecology (3)	GEOL 314 ^{LS}	Earth Surface Environments (5)	PHIL 310 ^{6,LS}	Environmental Philosophy (4)
CHEM 107 ³	Chemistry, Society and the Environment (4)	HIST 333 ^{5,LS}	The Greening of America: Environmental History since 1900 (4)	PHYS 105 ³	Air, Weather and Climate (4)
CHEM 311 ^{3,LS}	Environmental Chemistry (5)	HIST 363 ^{5,LS}	World Environmental History (4)	PHYS 107 ³	Energy and the Environment (4)
+CHEM 311L	Environmental Chemistry Laboratory (0)	IDST 323 ^{5,LS}	Chautauqua: Sense of Place (4)	PSYC 387 ^{5,LS}	Environmental Psychology (4)
ECON 311 ^{5,LS}	Economics of the Environment (4)	LIT 349 ^{6,LS}	American Nature Writers (4)	STAT 353 ^{LS}	Environmental Statistics (4)
		MATH 102	Mathematics of Sustainability (4)	WRIT 375 ^{LS}	Environmental Communication (4)
		NSCI 201 ³	Minnesota Ecology and Conservation Biology (4)		

General Education and Liberal Studies (GELS) Electives

The following courses will not meet goal area requirements, but can be used as General Education Electives to meet the 48-credit requirement. Any course numbered 300 or higher may be used to meet the Liberal Studies requirement. Courses listed for goals 1–10 (except for courses marked with an asterisk [*]) may also be used as electives.

BIOL 310 ^{LS}	Ecology (5)	METR 101	Your Academic Journey (3)	WRIT 357 ^{LS}	Writers as Readers (4)
BIOL 311 ^{LS}	Plant Physiology (5)	MIS 100	Fundamentals of Information	WRIT 358 ^{LS}	1000 Words or Less (4)
BIOL 312 ^{LS}	Evolution (5)		Technology in Organizations (4)	WRIT 371 ^{LS}	Editing (4)
BIOL 316 ^{LS}	Behavioral Ecology (5)	PRSP 301 ^{LS}	Perspectives: Educational	WRIT 372 ^{LS}	Document and Information
ECON 420 ^{LS}	Money, Banking and Financial		Philosophy and Planning (4)		Design I (4)
	Institutions (4)	SCRW 314 ^{LS}	New Screenplay Forms (4)	WRIT 373 ^{LS}	Writing and Designing for the
HSG 384 ^{LS}	Civic Engagement: Focus in	SCRW 315 ^{LS}	Film Production and Editing I (4)		Web I (4)
	Later Life (4)	SCRW 410 ^{LS}	Film Production and Editing II (4)	WRIT 392 ^{LS}	Literacy Corps Group Internship:
ICS 100	Introduction to Computer	SCRW 415 ^{LS}	Advanced Screenwriting (4)		Literacy Tutors (3-4)
	Technology Concepts (2)	SCRW 416 ^{LS}	Projects in Screenwriting (4)	WRIT 393 ^{LS}	Literacy Corps Group Internship:
ICS 120	Microcomputer Applications (2)	WRIT 101	Introduction to College		Family Literacy (3-4)
ICS 125	Understanding and Using the		Writing (3)	WRIT 461 ^{LS}	Writing and Technical
	Internet (2)	WRIT 301 ^{LS}	Professional and Technical		Communication Capstone (4)
INFS 115	Information Access (2)		Writing Careers (2)	WRIT 481 ^{LS}	Advanced Creative Writing (4)
INFS 315 ^{LS}	Searching for Information (4)	WRIT 324 ^{LS}	Topics in Writing (4)	WRIT 531 ^{LS}	Advanced Writing (4)
INFS 335 ^{LS}	Youth Participation and Teen	WRIT 331 ^{1,LS}	Writing in Your Major (4)	WRIT 532 ^{LS}	Writing about Place (4)
	Literature (3)	WRIT 341 ^{LS}	Writing the News in a Digital	WRIT 571 ^{LS}	Advanced Editing (4)
INFS 338 ^{LS}	The Craft and Commerce of Book		World (4)	WRIT 572 ^{LS}	Document and Information
	Publishing (4)	WRIT 342 ^{LS}	Writing for Online and Print		Design II (4)
INFS 340 ^{LS}	Research in Special Collections		Magazines (4)	WRIT 573 ^{LS}	Writing and Designing for the
	and Archives (4)	WRIT 343 ^{LS}	Writing Social Commentary (4)		Web II (4)
LING 547 ^{LS}	History of the English	WRIT 344 ^{LS}	Writing for Publication and	WRIT 574 ^{LS}	Usability for Technical
	Language (4)		Profit (4)		Communication (4)
MATH 471 ^{LS}	Abstract Algebra (4)	WRIT 352 ^{LS}	Writing Memoir and Creative	WRIT 577 ^{LS}	Design of User Experience (4)
MDST 560 ^{LS}	Writing for Television (4)		Nonfiction (4)	WRIT 583 ^{LS}	Writing Major Projects (4)
MDST 561 ^{LS}	Advanced Television Writing (4)	WRIT 353 ^{LS}	Writing Short Fiction (4)	WRIT 599 ^{LS}	Advanced Topics (4)
MDST 580 ^{LS}	Issues in Communication	WRIT 354 ^{LS}	Writing Poetry (4)	WRIT 599A ^{LS}	Special Topics in International
	Technology (4)	WRIT 355 ^{LS}	Writing Children's Literature (4)		Study (4)
		WRIT 356 ^{LS}	Writing Humor (4)		

ACADEMIC PROGRAMS

Accounting (BS)

Knowledge of accounting concepts and the framework of accounting for economic activity has long been a necessary part of the educational preparation for careers in business. Accounting data is a fundamental information source for decision-making and control purposes in both profit-seeking and nonprofit organizations. The growing complexity and globalization of business, as well as the need for more effective and efficient approaches to business problem solving, increases the demand for accounting knowledge.

Metropolitan State offers a comprehensive accounting curriculum that focuses on core accounting disciplines intended to develop a common body of accounting knowledge.

On completion of the Accounting program, a graduate will be able to:

- demonstrate an understanding of accounting theory, assumptions, procedures, limitations, and economic consequences;
- demonstrate understanding of the ethical implications of accounting decisions and policies;
- accurately complete technical calculations using financial and non-financial information to support stakeholder decision making;
- prepare financial statements and reports using relevant standards and procedures;
- critically analyze financial reports, information, stakeholder perspectives and the general business environment to evaluate economic impacts across functions within an organization; and
- create oral and written recommendations to managers involved in short- and long-term decision-making, based on accounting information

The accounting major prepares individuals for professional careers in public accounting, managerial accounting, taxation, accounting systems, and private and public sector financial management through a rigorous program of study. Accounting is an excellent academic base for career development in both accounting and management roles.

Upon completion of the accounting major, a graduate meets the academic qualifications to take the examination for **Certified Management Accountant (CMA)** and **Certified Internal Auditor (CIA)**. Completion of the accounting degree will contribute a minimum of 120 credits to the required 150 necessary for the **Certified Public Accountant (CPA)** certification.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State

Procedure 3.21.1 (**Undergraduate Transfer Credit Policy 2120**). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

"Sunset" Policy

"Sunset" policy specifies the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence via exam.

Credit and Residency Requirements

Students in the College of Management Bachelor of Science major programs must complete a minimum of 20 credits in the Business Core Courses, Major Required Courses, and Capstone (unless otherwise noted) at Metropolitan State University. In addition, students must meet the residency requirement of at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

COURSE LIST

COM Foundation Courses (22 credits)

MIS 100 Fundamentals of Information Technology in Organizations
MATH 115 College Algebra
STAT 201 Statistics I
ECON 201 Macroeconomics
ECON 202 Microeconomics
ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

DSCI 434 Introduction to Operations Management
FIN 390 Principles of Finance
MGMT 310 Management Principles and Practices
MIS 310 Principles of Management Information Systems
MKTG 300 Marketing Principles

Major Required Courses (32 credits)

ACCT 311 Intermediate Accounting I
ACCT 312 Intermediate Accounting II
ACCT 320 Strategic Management Accounting
ACCT 340 Accounting Information Systems
ACCT 510 Advanced Accounting
ACCT 512 Auditing
ACCT 520 Advanced Strategic Management Accounting
ACCT 530 Business Taxation

COM Capstone Course (4 credits)

MGMT 499 Case Studies in Strategic Management

Note: Students preparing to take the professional examinations in management accounting (CMA) should plan to take the following courses:

BLAW 310 Business Law: UCC and Contracts - If you plan to sit for the CPA exam, you may want to delay Acct 530 until close to graduation, and consider taking BLaw 310 or Acct 515 before the exam.

ACCT 515 Financial Statement Analysis - If you plan to sit for the CMA exam, consider taking Acct 515 before the exam.

ACADEMIC PROGRAMS

Advertising (Minor)

The advertising minor is designed to educate students about the major activities involved in the planning, design, integration and implementation of marketing communications programs. Courses include understanding consumer behavior, advertising and campaign planning, graphics design and copywriting and designing and writing on the Web. Familiarity with these activities helps to prepare students for careers in advertising agencies, marketing positions in private, nonprofit, and government organizations, as well as careers in public relations firms.

Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

This minor cannot be combined with the Marketing major.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (20 total credits)

An approved internship may be substituted for MKTG 348.

MKTG 300 Marketing Principles

MKTG 310 Consumer and Professional Buyer Behavior

MKTG 343 Integrated Marketing Communications

MKTG 348 Advertising Copywriting, Design and Production

WRIT 373 Writing and Designing for the Web I

ACADEMIC PROGRAMS

Advocacy and Leadership (Social Science Major Track-BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing, and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional, and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from among six distinct tracks: anthropology, political science, sociology, global studies, "advocacy and leadership," and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience. The learning outcomes for a social science major are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned, and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class, and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core, and elective courses. Contact your advisor with questions concerning your degree plan.

- At least half of the credits required for the major must be completed at Metropolitan State University.
- Students must earn a grade of C- or above in all major courses.

- Student should select lower division electives and upper division electives in consultation with an advisor.
- Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

All social science majors must complete the following courses.

SSCI 300 Seeing Like a Social Scientist

SSCI 311 Research Methods in Social Science

SSCI 365 Social Science Internship: Leadership in Organizations and Public Life

SSCI 501 Great Ideas: Classics of Social Science

SSCI 451 Empirical Research Capstone

Advocacy and Leadership (Social Science Major Track) - Lower Division (up to 9 credits)

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline.

Survey Courses (8 credits, select two of the following courses)

One of the following classes is required:

POL 311 Community Organizing and Social Action

SOC 311 Community Organizing and Social Action

POL 312 Advocacy for Policy Change

SOC 302 Interpersonal and Social Power: A View from Below

Advocacy and Leadership (Social Science Major Track) - Upper-division Electives (to reach 40 credits)

Students may select 300-level courses in anthropology, political science, and sociology. Students may also take:

POL 342 Lobbying: A Citizen's Guide to the Legislative Process

POL 305 Elections and Political Parties

SOC 309 Homelessness: Critical Issues for Policy and Practice

One of the following classes is required:

POL 381 Community Leadership: Principles and Approaches

SOC 381 Community Leadership: Principles and Approaches

ACADEMIC PROGRAMS

Aging Studies/Gerontology (Minor)

The gerontology minor has four required core courses and one course elective. Students without experience in this area are strongly urged to do an internship for their elective. Students may use alternative learning strategies to satisfy up to eight required credits. Four credits in general education/liberal studies may be used to meet minor requirements. This minor fits well with other majors including social work and psychology.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (20 total credits)

Gerontology Required Courses (16 credits)

HSG 374 Aging in America: A Personal Challenge

HSG 376 Mental Health and Aging

HSG 377 Physical Health and Aging

HSG 380 Aging: Planning and Policy Making

Gerontology Elective Courses (4 credits from the following)

HSA 362 Human Services Administration

HSA 369 Program Evaluation

HSDS 308 Aging and Disabilities

HSER 352 Family Counseling

HSER 354 Ethical Issues in Human Services

HSFS 399 Selected Topics in Family Assistance

HSG 378 Thanatology: The Study of Death and Dying

HSG 383 Selected Topics in Gerontology

HSG 384 Civic Engagement in Later Life

HSTD 393 Training Design and Instruction

ACADEMIC PROGRAMS

Alcohol and Drug Counseling (BS)

Every day countless lives are enriched or saved because of the work carried out by alcohol and drug counselors. Competent, well-trained counselors form professional relationships and carry out strategies which help people and their families move from life-threatening addiction to life-affirming recovery.

The Bachelor of Science (BS) Alcohol and Drug Counseling major is for students who have a variety of needs and interests related to substance use disorder problems. It is designed to help students wanting to qualify for licensure, community college transfer students, people who are already licensed and want to complete their undergraduate degree, and for other professionals (social workers, psychologists, school counselors, nurses, law enforcement personnel and others) who want to learn more about effective responses to substance use disorder problems.

This major is 60 credits, which includes 12 core courses (48 credits), an 880-hour practicum sequence (9 credits), and 3 elective credits.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Required Courses (48 credits)

Courses are listed in suggested sequence order:

HSCD 300 Introduction to Substance Use Disorders
HSCD 200 Pharmacology of Addictive Drugs
HSER 355 Introduction to Human Services: History and Trends
HSER 346 Counseling and Interviewing Skills
HSER 395 Intersection of Race and Diversity in Human Services
HSCD 303 Cultural Considerations for Alcohol and Drug Counseling
HSER 348 Group Counseling
HSCD 309 Co-Occurring Disorders: Substance Use and Mental Health
HSCD 302 Assessment of Substance Use Disorders
HSCD 353 Case Management for Alcohol and Drug Counseling
HSCD 400 Best Practices in Drug and Alcohol Counseling
HSCD 450 Senior Seminar: Alcohol and Drug Counseling

Alcohol and Drug Counseling Practicum Courses (9 credits)

HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar

HSCD 380 Alcohol and Drug Counseling Group Practicum I
HSCD 390 Alcohol and Drug Counseling Group Practicum II

Alcohol and Drug Counseling Electives (at least 3 credits)

HSCD 301 Substance Use and the Family
HSCD 304 Substance Use and Native Americans
HSCD 306 Prevention of Substance Use Problems
HSCD 308 Adolescent Substance Use Disorders
HSER 350 Issues in Adolescent Counseling
HSER 354 Ethical Issues in Human Services
PSYC 343 Drugs and Behavior: An Introduction to Behavioral Pharmacology

ACADEMIC PROGRAMS

Alcohol and Drug Counseling Post-Baccalaureate Licensure Program (LADC)

This program is designed for individuals who already have a baccalaureate degree or higher from an accredited institution and are seeking licensure in Alcohol and Drug Counseling (LADC) in the state of Minnesota. Most courses in this program are offered in the evening.

Declare Your Program

To declare your major, you must submit a College of Health, Community and Professional Studies Undergraduate Program Declaration Form. Consult with an advisor before submitting the declaration form.

Requirements

Total minimum credits required for program: 41 credits

16 licensure program core credits, including HSCD 303, must be earned at Metropolitan State University (effective Fall 2014)
Recommended elective course: HSCD 400

Additional Licensure Requirements: (MN Statutes 148F (effective August 1, 2012))

- Comprehensive Exam
- Application to the board of [Behavioral Health and Therapy](#)
- [Admission Information](#)

Course List

Requirements (41 total credits)

Licensure Core Courses (32 credits)

Courses are listed in suggested sequence order:

HSCD 200 Pharmacology of Addictive Drugs
HSCD 300 Introduction to Substance Use Disorders
HSER 346 Counseling and Interviewing Skills

HSCD 302 Assessment of Substance Use Disorders
HSER 348 Group Counseling
HSCD 303 Cultural Considerations for Alcohol and Drug Counseling
HSCD 309 Co-Occurring Disorders: Substance Use and Mental Health
HSCD 353 Case Management for Alcohol and Drug Counseling

Practica (880 hours minimum - 9 credits)

Prerequisite: 32 credits of Alcohol and Drug Counseling coursework (see above 8 courses) in addition to the HSCD 320 (see below)

HSCD 320 Alcohol and Drug Counseling Pre-Practicum Seminar
HSCD 380 Alcohol and Drug Counseling Group Practicum I
HSCD 390 Alcohol and Drug Counseling Group Practicum II

ACADEMIC PROGRAMS

Anthropology (Minor)

A minor in anthropology is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and international business. Such a minor is also an excellent complement for liberal arts students who are majoring in history, gender studies, professional communication, ethnic studies or philosophy.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

Social studies majors may NOT minor in anthropology, political science, or sociology.

At least half of the credits required for the minor must be completed at Metropolitan State University. Students must earn a grade of C- or above in all minor courses.

Transfer courses may be applicable to minor requirements. The university's degree audit will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the chair of the Social Science Department. Only one lower division course (100 or 200 level) will be accepted for the minor.

Course List

Requirements (19-20 total credits)

Lower Division Elective (3-4 credits)

Any 100 or 200 level course in Anthropology

Anthropology Minor Survey (4 credits)

One of the following classes is required:
ANTH 301 Approaches to Cultural Anthropology
ANTH 302 Gender and Culture

Anthropology Minor Electives (12 credits)

SSCI 300 Seeing Like a Social Scientist

SSCI 311 Research Methods in Social Science

SSCI 401 Social Science Seminar: Contending Perspectives

SSCI 501 Great Ideas: Classics of Social Science

ACADEMIC PROGRAMS

Anthropology Track (Social Science Major Track - BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing, and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from three tracks: disciplinary (anthropology, political science and sociology), global studies and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience. The learning outcomes for a social science major are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor.

Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Anthropology Track Lower-division Electives (up to 9 credits)

- SSCI 100 Introduction to Social Science

Social Science Anthropology Track Survey Courses (4 credits, select one course)

- ANTH 301 Approaches to Cultural Anthropology
- ANTH 302 Gender and Culture

Social Science Core Courses (19-20 credits)

Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Anthropology Upper-division Electives

Select 300-level courses in anthropology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives

ACADEMIC PROGRAMS

Child Psychology (Minor)

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The child psychology minor is designed for students who are interested in the theory and application of psychology to children. Such students might be interested in working with quality child care programming, education, prevention/early intervention work or in areas of social services in which a working knowledge of children's development and emotional needs is essential. The minor fits well with other majors including social work and human services.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (20 total credits)

Child Psychology Minor Required Courses (8 credits)

PSYC 100 General Psychology

PSYC 308 Child Psychology

Child Psychology Minor Electives - Guided (4 credits)

PSYC 330 Psychology of Learning: Contemporary Theories and Applications

PSYC 327 Psychological Testing

PSYC 385 Educational Psychology

PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context

Child Psychology Minor Electives - Additional (8 credits)

PSYC 339 Working with Children in the Middle Years

PSYC 102 Dynamics of Parent/Child Relationships

PSYC 305 Behavior Disorders in Children

PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention

PSYC 393 Special Education Overview

PSYC 306 Child Abuse

PSYC 212 Introduction to Diversity and Ethics in Psychology

PSYC 313 Family Systems

HSFS 342 Children in U.S. Society
PSYC 360 Friday Forum Topics

ACADEMIC PROGRAMS

Applied Mathematics (Minor)

Mathematics plays an important role in the modern world: logical reasoning is crucial in everyday life, calculus-based mathematics lays the foundation for natural sciences and engineering, and probability and statistics provide insightful understanding of data and trend. Metropolitan State's Applied Math minor offers opportunities for students to gain the ability to utilize mathematics at a high level. Students are required to complete the calculus sequence and two elective courses from a broad range of course offerings in mathematics and statistics. The Mathematics Department offers a solid, flexible and innovative curriculum in applied mathematics. Through the opening of bridges to other disciplines and a focus on topics and problems cutting across various subject fields, the mathematics minor integrates both depth and breadth, providing the student with tools for success in the workforce and in their respective fields of study. Skills

Study within the field of applied math develops skills such as:

- Use of calculus-based mathematics
- Use of computing technology in applied math
- Advanced mathematical modeling
- Analysis of data and trend
- Logical thinking

At least 4 of the 20 credits for the Applied Mathematics Minor must be completed at Metropolitan State University.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Applied Math Minor Core Courses (12 credits)

MATH 210 Calculus I

MATH 211 Calculus II

MATH 310 Calculus III: Multivariable Calculus

Applied Math Minor Electives (8 credits)

MATH 215 Discrete Mathematics

MATH 301 Introduction to Analysis

MATH 315 Linear Algebra and Applications

MATH 320 Probability
MATH 340 Mathematical Modeling
MATH 350 Ordinary Differential Equations
MATH 370 Modern Geometry
MATH 375 Complex Variables
MATH 405 Partial Differential Equations
MATH 420 Numerical Analysis
MATH 450 Operations Research
MATH 471 Abstract Algebra
STAT 301 Analysis of Variance
STAT 311 Regression Analysis
STAT 321 Biostatistics
STAT 331 Nonparametric Statistical Methods
STAT 341 Analysis of Categorical Data
STAT 353 Environmental Statistics

ACADEMIC PROGRAMS

Applied Statistics (Minor)

Since our world is becoming more quantitative and data-focused, job opportunities in statistics are plentiful and projected to increase worldwide. The applied statistics minor will provide students with knowledge and skills needed for a future career involving data evaluation and data analysis. The applied statistics minor offers students a program of study in core areas of statistics with an emphasis on applications. This minor is designed to complement other majors where additional statistical knowledge is beneficial. Graduates will be able to apply statistical methods to design of experiments, data management, and data analysis.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

At least a C- is required for all of the courses.

Among all of the credits, at least 13 credits have to be taken from Metropolitan State University.

Course List

Applied Statistics Core Courses (14 credits)

Program note: At least a C- is required for all of the courses.

STAT 201 Statistics I
STAT 252 Statistics Programming
STAT 301 Analysis of Variance
STAT 311 Regression Analysis

Applied Statistics Elective Courses (minimum 7 credits)

Up to 4 credits from similar upper division statistics courses with approval by the Mathematics Department

STAT 321 Biostatistics
STAT 331 Nonparametric Statistical Methods
STAT 341 Analysis of Categorical Data
STAT 353 Environmental Statistics
MATH 320 Probability

Non-statistics Elective Courses

Up to 4 credits from similar upper division statistics courses with approval by the Mathematics Department (at most one can be used to satisfy the above electives):

MIS 335 Management and Use of Databases

MIS 380 Business Intelligence and Analytics

ICS 311 Database Management Systems

CFS 380 Digital Evidence Analysis

MKTG 420 Marketing Research

ECON 497 Economic Research and Forecasting

DSCI 434 Introduction to Operations Management

ACADEMIC PROGRAMS

Aviation Management (BA)

This individualized studies bachelor's degree with a focus in Aviation Management is offered by a consortium of four state universities: Metropolitan State University, Minnesota State University-Mankato (MSU), Saint Cloud State University (SCSU) and Winona State University (WSU). Students complete the Minnesota Transfer Curriculum and Metropolitan State Liberal Studies requirements, and all aviation core and elective courses from the four consortium schools. Students may receive up to 20 elective credits for their Federal Aviation Administration (FAA) pilot, flight instructor, air traffic controller, dispatcher, and airframe and power plant mechanic certificates if these certificates were not earned through a post-secondary program. Up to 40 technical credits may be awarded in transfer to graduates of two-year technical college programs.

Aviation classes, offered in various Twin Cities locations, are open to students enrolled in the Aviation Management program, as well as to other students who have a substantial aviation background. Additional information is available from the Metropolitan State Admissions Office or the College of Individualized Studies Advising Center.

Declare Your Program

To be eligible for acceptance to the Individualized Studies major with an Aviation Management focus, students must submit a College of Individualized Studies Undergraduate Program Declaration Form. This form is normally submitted while taking PRSP 301, Perspectives: Educational Philosophy and Planning, but can be done prior to taking the course.

Students are classified as Pre-Individualized Studies majors until they complete PRSP 301 and develop an approved degree plan.

Requirements

Courses required for your specific program are listed below and on the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Core Courses

PRSP 301 Perspectives: Educational Philosophy and Planning
AVIT 103 Introduction to Air Transportation (SCSU)

AVIT 317 Ethics in Aviation (SCSU)
PHYS 388 Aviation Law/Legislative and Legal Aspects of Aviation (WSU)
PHYS 380 Aviation Resource Management (WSU)
MGMT 310 Management Principles and Practices
AVIT 419 Contemporary Issues Aviation Capstone (SCSU) or
PRSP 499 Capstone

Electives

ICS 120 Microcomputer Applications
ICS 125 Understanding and Using the Internet
BLAW 310 Business Law: UCC and Contracts
AVIA 442 Fundamentals of Air Traffic Control (MSU)
AVIA 443 Airline Dispatch (MSU)
AVIA 343 Airport Management (MSU)
AVIA 333 Airline Management/Operations (MSU)
HRM 310 Human Resource Management: A Strategic Framework
AVIA 499 Individual Study in Aviation (MSU)
PHYS 380 Seminar Topics in Aviation Organization (WSU)
AVIT 496 Seminar Topics (SCSU)

ACADEMIC PROGRAMS

Biology (BA)

Transfer Pathway

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Biology Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's [Transfer Resources](#) for more information.

Program Overview

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world.

The biology major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning.

A biology degree helps open the door to a wide range of fields including health care, food science, public health, biotechnology, conservation and natural resource management. Biology graduates may choose to continue on to professional and graduate programs in health care, research and education.

The Bachelor of Arts in Biology offers students a comprehensive introduction to the biological sciences followed by advanced study in at least one area of individual interest. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests as part of their degree program. Students earning the Bachelor of Arts in Biology are encouraged to include a minor or second language in their program of study.

In addition to the overall University graduation requirements, the biology major BA requires each student to complete 57 credits in the major including at least 25 upper division Biology credits, at least 25 credits not used for any other major or minor, and at least 3 credits of 400 or 500 level major course work from Metropolitan State University as a capstone experience. Students must also complete the biology program exit interview and assessment test during their final semester of classes before graduation.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the major.

Declare Your Program

To be eligible for acceptance to the Biology BA major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite courses
- Foundation courses

After submission of the Undergraduate Program Declaration Form, students must then complete the Biology Program Assessment Survey.

Course List

Requirements (120 total credits)**Biology Prerequisites Courses**

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

Biology Foundation Courses (28 credits)

BIOL 111 General Biology I

BIOL 112 General Biology II

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

One of the following classes is required:

BIOL 211 Principles of Genetics

BIOL 301 Genetics

One of the following classes is required:

MATH 208 Applied Calculus

STAT 201 Statistics I

Lower-division Physics Requirement

One lower-division physics course or set of courses: either PHYS 110 Introduction to Physics or both PHYS 211 and PHYS 212 Calculus Based Physics I and II.

PHYS 110 Introduction to Physics

PHYS 211 Calculus Based Physics I

PHYS 212 Calculus Based Physics II

Biology Core Courses: Cell and Molecular (5 credits)

One of the following classes is required:

BIOL 302 Cell Biology and Histology

BIOL 304 Molecular Biology
CHEM 301 Biochemistry

Biology Core Courses: Ecology and Evolutionary (5 credits)

One of the following classes is required:

BIOL 310 Ecology
BIOL 312 Evolution
BIOL 316 Behavioral Ecology
ESCI 315 Limnology

Biology Core Courses: Physiology and Organismal (5 credits)

One of the following classes is required:

BIOL 311 Plant Physiology
BIOL 322 Comparative Animal Physiology
BIOL 324 Invertebrate Biology
BIOL 330 Biology of Microorganisms

Biology Capstone and Elective Courses (14 credits)

An additional 14 credits of upper-division biology courses chosen from the list of core courses above, the list of elective courses below, and other approved 300- or 400-level biology courses (see advisor for details). Up to 4 credits of BIOL350I/HBIO201/HBIO205 may be counted as elective credit in the Biology major, subject to advisor approval. Each student must take at least 3 credits of 400 or 500 level coursework at Metropolitan State.

BIOL 320 Ecosystem and Global Ecology
BIOL 406 Biology of Cancer
BIOL 415 Pollution Ecology
BIOL 416 Invasion Biology
BIOL 418 GIS for Natural Sciences
BIOL 469 Seminars in Biology
BIOL 471 Science Journal Discussion
BIOL 479 Advanced Topics in Biology
BIOL 489 Senior Research in Biology
BIOL 350I Biology Internship

ACADEMIC PROGRAMS

Biology (BS)

Biology is the study of life, from the simplest cells to the most complex ecosystems. When you study biology you develop an understanding of your own life and an appreciation for your connection to the natural world.

A biology degree helps open the door to a broad range of fields including health care, food science, public health, biotechnology, conservation and natural resource management. Biology graduates may choose to continue on to professional and graduate programs in health care, research and education.

The biology major provides students with scientific knowledge, laboratory skills, research experience and intellectual training in analytical and quantitative reasoning.

The Bachelor of Science in Biology offers students a comprehensive introduction to the biological sciences with a strong foundation in mathematics and the physical sciences, followed by advanced study in at least one area of student interest. Students earning the Bachelor of Science in Biology are encouraged to include a minor in chemistry, physics or mathematics as part of their program of study.

In addition to the overall University graduation requirements, the biology major BS requires each student to complete 68 credits in the major, including at least 25 upper division Biology credits, at least 25 credits not used for any other major or minor, from Metropolitan State University, and at least 3 credits of 400 or 500 level coursework taken at Metropolitan State as a capstone experience. Students must also complete the biology program exit interview and assessment test during their final semester of classes before graduation.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements of the major.

Declare Your Program

To be eligible for acceptance to the Biology BS major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form when the following is completed:

- Prerequisite courses
- Foundation courses

After submission of the Undergraduate Program Declaration Form, students must then complete the Biology Program Assessment Survey.

Course List

Biology Prerequisites Courses

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

Requirements (120 total credits)

Biology Foundation Courses (39 credits)

BIOL 111 General Biology I

BIOL 112 General Biology II

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

One of the following classes is required:

BIOL 211 Principles of Genetics

BIOL 301 Genetics

CHEM 231 Organic Chemistry I

CHEM 231L Organic Chemistry I Lab

PHYS 211 Calculus Based Physics I

200-level Math Requirement

One 200-level math course or set of courses: either MATH 208 Applied Calculus or both MATH 210 Calculus and MATH 211 Calculus II

MATH 208 Applied Calculus

MATH 210 Calculus I

MATH 211 Calculus II

Additional Physics or Organic Chemistry Requirement (5 credits)

One course or set of courses: either PHYS 212 Calculus Based Physics II or both

CHEM 332 Organic Chemistry II and CHEM 332L Organic Chemistry II Lab

PHYS 212 Calculus Based Physics II

CHEM 332 Organic Chemistry II

CHEM 332L Organic Chemistry II Lab

Biology Core Courses: Cell and Molecular (5 credits)

One of the following classes is required:

BIOL 302 Cell Biology and Histology

BIOL 304 Molecular Biology

CHEM 301 Biochemistry

Biology Core Courses: Ecology and Evolutionary (5 credits)

One of the following classes is required:

BIOL 310 Ecology

BIOL 312 Evolution
BIOL 316 Behavioral Ecology
ESCI 315 Limnology

Biology Core Courses: Physiology and Organismal (5 credits)

One of the following classes is required:

BIOL 311 Plant Physiology
BIOL 322 Comparative Animal Physiology
BIOL 324 Invertebrate Biology
BIOL 330 Biology of Microorganisms

Biology Capstone and Elective Courses (14 credits)

An additional 14 credits of upper-division biology courses chosen from the list of core courses above, the list of elective courses below, and other approved 300- or 400-level biology courses (see advisor for details). Up to 4 credits of BIOL350I/HBIO201/HBIO205 may be counted as elective credit in the Biology major, subject to advisor approval. Each student must take at least 3 credits of 400 or 500 level coursework at Metropolitan State.

BIOL 320 Ecosystem and Global Ecology
BIOL 406 Biology of Cancer
BIOL 415 Pollution Ecology
BIOL 416 Invasion Biology
BIOL 418 GIS for Natural Sciences
BIOL 469 Seminars in Biology
BIOL 471 Science Journal Discussion
BIOL 479 Advanced Topics in Biology
BIOL 489 Senior Research in Biology
BIOL 350I Biology Internship
CHEM 421 Medicinal Chemistry

ACADEMIC PROGRAMS

Biology (Minor)

The biology minor offers students a strong foundation in modern biological science to complement their major. The minor includes coursework in biology, chemistry and mathematics, with one semester of advanced study in an area of student interest.

Each student must complete 25 credits in the major including at least 5 upper division credits and at least 10 credits from Metropolitan State University. All prerequisite and required courses must be completed with grades of C- or above. Students can be admitted to the Biology BA minor once they have successfully completed the Prerequisite and Foundation courses.

A minor represents significant learning beyond a student's major or program; therefore, each student must include at least 5 credits of coursework in the biology minor that is not counted as part of their major or any other minor.

Transfer coursework equivalency is determined by the Natural Science Department. Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses are not accepted as equivalent to upper-division courses and cannot be used to fulfill upper division course requirement of the minor.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Biology Minor Prerequisites Courses

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

Requirements (25 total credits)

Biology Minor Foundation Courses (25 credits)

At least 5 credits of 300- or 400-level coursework in biology, as needed to reach the total of 25 credits.

BIOL 111 General Biology I

BIOL 112 General Biology II

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

ACADEMIC PROGRAMS

Business Administration (BS)

Transfer Pathway

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's [Transfer Resources](#) for more information.

Program Overview

The Business Administration major prepares students for a wide range of careers in business, government and not-for-profit organizations. It is a general management degree that features required and/or elective courses from all College of Management majors.

This program can be completed on campus, fully online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Business Administration major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better (see below)

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

Course Prerequisites

Many College of Management courses are sequenced and build on previous learning. It is the student's responsibility to complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Business Administration Elective Courses (4 credits from COM curriculum)

Students in the business administration major must take at least four credits of upper-division business electives. Business administration electives are selected from accounting, decision sciences, economics, finance, human resource management, international business, management, marketing, management information systems, entrepreneurship and risk management insurance. In addition, PHIL 320: Business Ethics can be selected.

Unrestricted electives as needed to total a minimum of 120 credits.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the grade earned in the course is "C-" or "S" or higher.

Accounting, economics, and management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

- University Requirement - A minimum of 30 credits must be completed at Metropolitan State University
- At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives, and Capstone must be completed at Metropolitan State. The College of Management Residency Requirement (20 credits) Is satisfied by the Business Administration Major Residency Requirement.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet [General Education and Liberal Studies \(GELS\)](#).

Business Administration Elective Courses (4 credits from COM curriculum)

Students in the business administration major must take at least four credits of upper-division business electives. Business administration electives are selected from accounting, decision sciences, economics, finance, human resource management, international business, management, marketing, management information systems, entrepreneurship (with the exception of ENTR 300 Interdisciplinary Business Knowledge and Skills for non-Business Majors) and risk management insurance. In addition, PHIL 320: Business Ethics can be selected.

Course List

Requirements (120 total credits)**COM Foundation Courses (22 credits)**

MIS 100 Fundamentals of Information Technology in Organizations
MATH 115 College Algebra
STAT 201 Statistics I
ECON 201 Macroeconomics
ECON 202 Microeconomics
ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

DSCI 434 Introduction to Operations Management
FIN 390 Principles of Finance
MGMT 310 Management Principles and Practices
MIS 310 Principles of Management Information Systems
MKTG 300 Marketing Principles

Business Administration Required Courses (16 credits)

ACCT 320 Strategic Management Accounting
BLAW 320 Legal Environment of Organizations
MGMT 320 Organizational Behavior
MGMT 360 Managing a Diverse Workforce

COM Capstone Course (4 credits)

MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Business Administration (Minor)

The College of Management offers a business administration minor to students interested in supplementing their degrees with core business courses. This minor requires courses in each of the functional business areas including management, marketing, accounting and finance. In addition, the courses in the minor incorporate legal, ethical, global and multicultural perspectives. Students completing the minor requirements will have the minor designated on their transcripts.

The Business Administration minor is not available to students already pursuing a College of Management major.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

One upper-division business elective - Students in the business administration minor must take at least four credits of upper-division business electives. Business administration minor electives are selected from accounting, decision sciences, economics, finance, human resource management, international business, management, marketing, management information systems, entrepreneurship and risk management insurance. In addition, Phil 320: Business Ethics can be selected.

Course List

Requirements (20 total credits)

ACCT 210 Financial Accounting
MGMT 310 Management Principles and Practices
FIN 390 Principles of Finance
MKTG 300 Marketing Principles

ACADEMIC PROGRAMS

Chemistry (BS)

Chemistry is the study of the energetics, composition, properties, structure and reactions of matter. A student earning a B.S. Chemistry degree will learn to think creatively, to analyze data, to utilize instrumentation, and to understand human interaction with the material world from multiple perspectives.

The chemistry major provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest. The chemistry major prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry.

Earning a B.S. degree in chemistry can be a natural pathway to a wide variety of career choices. Some of these career options are lab intensive positions such as research, analytical and product chemists. Others options that are outside of the typical lab oriented positions would be careers in sales, marketing and management. The B.S. chemistry degree can also be a stepping stone towards careers that require more advanced degrees such as teaching chemistry at a university level, medicine, law, pharmacy or dentistry.

In addition to the overall university graduation requirements, the B.S. Chemistry major requires each student to complete 64 credits in the major, including at least 25 upper division Chemistry credits, at least 25 Metropolitan State University credits and at least 6 upper division lab credits as part of the chemistry electives. Students must also complete the Chemistry program exit interview and assessment test during their final semester of classes before graduation.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. All courses listed in the primary and secondary set of required courses must include at least one credit of professionally supervised laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill elective requirements of the major.

Declare Your Program

To be eligible for acceptance to the Chemistry BS major, students must submit a College of Sciences Undergraduate Program Declaration Form when the Primary Set of Required Courses is completed. Students will need to complete an online Chemistry Majors' Declaration Survey and Assessment upon declaring their major.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Elective Courses

An additional 18 credits of upper-division chemistry courses chosen from the list of courses below or other approved 300- or 400-level chemistry courses (see advisor for details). Five credits must be chosen from Category 1 courses, five credits must be chosen from Category 2 courses, and the remaining six credits may come from Category 1, Category 2, or Category 3 courses. A total of six lab credits must be earned in the elective courses. A total of five credits may be earned for CHEM 489 Research and CHEM 350I Internship combined.

Course List

Chemistry Prerequisites Courses

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

Requirements (120 total credits)

Chemistry Required Courses: Primary (8 credits)

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

Chemistry Required Courses Secondary (36 credits)

This set of required coursework for the major can be done at any time. Check for prerequisites for each class.

MATH 210 Calculus I

MATH 211 Calculus II

CHEM 231 Organic Chemistry I

CHEM 332 Organic Chemistry II

PHYS 211 Calculus Based Physics I

PHYS 212 Calculus Based Physics II

CHEM 341 Quantitative Analysis

CHEM 351 Physical Chemistry I

Category 1: Biochemistry, Medicinal and Biochemistry

CHEM 301 Biochemistry

CHEM 421 Medicinal Chemistry

CHEM 433 Advanced Organic Chemistry

CHEM 435 Advanced Organic Chemistry Lab

Category 2: Analytical, Environmental and Inorganic Chemistry

CHEM 311 Environmental Chemistry
CHEM 361 Inorganic Chemistry Lecture and Lab
CHEM 441 Instrumental Analysis

Category 3: Other course offerings

CHEM 350I Chemistry Internship
CHEM 355 Physical Chemistry II
CHEM 357 Physical Chemistry II Lab
CHEM 469 Seminars in Chemistry
CHEM 479 Special Topics in Chemistry
CHEM 489 Directed Research in Chemistry

ACADEMIC PROGRAMS

Chemistry (Minor)

The chemistry minor provides students with a broad introduction to the discipline of chemistry combined with detailed exploration of at least one area of interest. The chemistry minor complements other majors where additional chemistry knowledge is of benefit. The chemistry minor prepares students to apply scientific methodology to solve chemical problems, to relate chemistry to their daily life and environment, to think critically and quantitatively, and to understand the experimental methods, techniques and instrumentation used in chemistry.

Each student must complete 23 credits in the minor including at least 9 upper division credits and at least 10 credits at Metropolitan State. 200-level courses are not upper division. All prerequisite and required courses must be completed with grades of C- or above.

A minor represents significant learning above and beyond a student's major or program; therefore, each student must include at least 5 credits of coursework in the chemistry minor that is not counted as part of their major or any other minor.

Students can be admitted to the chemistry minor once they have successfully completed 15 credits of the required courses.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Chemistry Prerequisites Courses

One of the following classes is required:

MATH 115 College Algebra
MATH 120 Precalculus

Requirements (23 total credits)

Chemistry Required Courses (18 credits)

CHEM 111 General Chemistry I
CHEM 112 General Chemistry II
CHEM 231 Organic Chemistry I
CHEM 231L Organic Chemistry I Lab

CHEM 341 Quantitative Analysis

Chemistry Elective Courses (5 credits)

CHEM 301 Biochemistry
CHEM 311 Environmental Chemistry
CHEM 332 Organic Chemistry II
CHEM 332L Organic Chemistry II Lab
CHEM 351 Physical Chemistry I
CHEM 361 Inorganic Chemistry Lecture and Lab
CHEM 421 Medicinal Chemistry
CHEM 469 Seminars in Chemistry
CHEM 479 Special Topics in Chemistry
CHEM 489 Directed Research in Chemistry

ACADEMIC PROGRAMS

Child Psychology (Minor)

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The child psychology minor is designed for students who are interested in the theory and application of psychology to children. Such students might be interested in working with quality child care programming, education, prevention/early intervention work or in areas of social services in which a working knowledge of children's development and emotional needs is essential. The minor fits well with other majors including social work and human services.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (20 total credits)

Child Psychology Minor Required Courses (8 credits)

PSYC 100 General Psychology

PSYC 308 Child Psychology

Child Psychology Minor Electives - Guided (4 credits)

PSYC 330 Psychology of Learning: Contemporary Theories and Applications

PSYC 327 Psychological Testing

PSYC 385 Educational Psychology

PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context

Child Psychology Minor Electives - Additional (8 credits)

PSYC 339 Working with Children in the Middle Years

PSYC 102 Dynamics of Parent/Child Relationships

PSYC 305 Behavior Disorders in Children

PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention

PSYC 393 Special Education Overview

PSYC 306 Child Abuse

PSYC 212 Introduction to Diversity and Ethics in Psychology

PSYC 313 Family Systems

HSFS 342 Children in U.S. Society
PSYC 360 Friday Forum Topics

ACADEMIC PROGRAMS

Civic Engagement (Minor)

The Civic Engagement minor consists of 20 required credits. The minor combines civic theory, issues and skills to prepare students for more effective civic leadership and action.

Graduates will be able to:

- Know and understand multiple perspectives on the role of citizens and civic engagement in a democratic society
- Know the variety of forms of civic engagement and have the ability to assess the efficacy of different approaches and strategies
- Know critical social, cultural, political and historical dynamics that underlie the practice of civic engagement from a US and/or global perspective
- Know and understand at least one specific issue area or context in which civic engagement takes place and/or increase development of at least one set of civic engagement skills
- Be able to integrate theory and experience
- Reflect on the role of civic engagement in one's life

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

- **IDST 310 Principles of Civic Engagement (4 credits)**
The course will be a foundation course with rigorous civic and community engagement components. A goal of this course is to help prepare students for a lifetime of responsible citizenship and civic engagement.
- **Civic Engagement Capstone (4 credits)**
The capstone will be a final reflective seminar which integrates academic theories and concepts with issues and skills within the field of civic engagement. Pre-requisites for the Capstone: Students must have completed the Principles of Civic Engagement course, in addition to eight credits in the Civic Engagement minor.

- **Civic Skills and/or Issues-based courses (8 credits)**
These courses, offered in many discipline areas, address skills and issues related to civic engagement.
- **Theory-based course (4 credits)**
These courses introduce students to the theories that underlie productive civic engagement.

Earning the Civic Engagement Minor

To be admitted to the Civic Engagement minor, students must meet with the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program. All of the minor courses should be taken at the Metropolitan State University, and approved by the minor advisor. The College of Individualized Studies notifies students' academic advisors when the minor is complete. The minor is recorded on students' transcripts.

ACADEMIC PROGRAMS

Community Organizing and Development (Minor)

The Community Organizing and Development minor is an interdisciplinary minor available to all Metropolitan State University students with an interest in organizing, developing and sustaining community, institutional and social change.

The minor provides a holistic overview of the community organizing and development field including:

- a focused field experience in community organizing and development;
- an exploration of approaches to community empowerment and social justice; and
- an understanding of the impact of public policy on low-income populations and people of color.

All Community Organizing and Development minor courses are taught by faculty members with long track records in the classroom and in the field. All courses incorporate examination of both historical and current forces and strategies in the community organizing and development traditions. Students will see the field and explore movements including: mutual aid associations, settlement houses, the community organizing tradition founded by Saul Alinsky, the community development movement, and the poor peoples and working class movements. Students will explore these developments in the context of globalization and draw connections between practice here and approaches in regions around the world.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

The Community Organizing and Development minor requires 19 credits, including a four-credit elective course that is selected in consultation with the minor advisor.

Earning the Community Development Minor

To be admitted to the community organizing and development minor, students must meet with the minor advisor and complete a minor declaration form. The advisor orients students to the minor and provides consultation throughout the program. The College of Individualized Studies notifies students' academic advisors when the minor is complete. The minor is recorded on students' transcripts.

Course List

Requirements (20 total credits)

Community Organizing and Development Minor Required Courses

ETHS 309 Race and Public Policy

SOC 311 Community Organizing and Social Action

IDST 343 Perspectives on Community Development

SSCI 350I Social Science Individual Internship

ACADEMIC PROGRAMS

Computer Forensics (Minor)

This program prepares students with knowledge in cyber security, computer incident investigation, cyberspace ethics, and computer laws.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

To be eligible for acceptance to the Computer Forensics minor, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- 30 college credits with a GPA of 2.5 or better

Course Overlapping

Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. If students have more than 8 credits overlapped, they are required to take additional coordinator-approved courses to cover the difference.

Course List

Requirements (25 total credits)

Computer Forensics Minor Core Courses

ICS 140 Computational Thinking with Programming
CFS 262 Computer and Operating Systems Fundamentals I
CFS 264 Computer and Operating Systems Fundamentals II
CFS 280 Introduction to Computer Forensics

Computer Forensics Minor Elective Courses: Choose one

BLAW 320 Legal Environment of Organizations
CJS 210 Constitutional Law
POL 331 Law and the Legal Process
CFS 484 Computer Laws

Computer Forensics Minor Elective Courses: Choose one

CJS 367 Exploring Forensic Science
CJS 387 White Collar Crime
CFS 380 Digital Evidence Analysis
LAW 210 Procedural Studies in Law Enforcement
LAW 210L Procedural Studies in Law Enforcement Lab

Computer Application Development (BAS)

Metropolitan State's Computer Application Development (CApp) major provides a foundation of the conceptual and practical knowledge in the various aspects of application design and implementation. Course work to develop analytical and problem-solving skills is complemented by an experiential component. The CApp major enables students to become developers who can deploy appropriate technology to solve problems in businesses and organizations. Individuals with strong backgrounds of technical and analytical skills, effective communication abilities, and project development knowledge are in demand as the information needs of the world continue to grow. CApp majors can go on to pursue careers as web developers, database application developers, enterprise application developers, and general application programmers.

Program Outcomes

A student graduating from the program will have the ability to:

1. program in several modern high-level and special-purpose languages (including an object-oriented language, web-related languages (client and server), and SQL) to implement a computer-based system, component, or program to meet desired needs, working either independently or in groups
2. use state-of-the art tools and technologies and best programming practices and standards in the development of applications
3. use current computing knowledge, techniques, skills, and software tools to analyze a problem, determine and document user needs, create an effective project plan, and document program design and implementation
4. effectively add a solution into an already-existing user environment
5. assimilate smoothly into professional working environments and conduct themselves professionally
6. engage in continuing professional development, including the learning of new general-purpose and special-purpose programming languages independently
7. analyze the local and global impact of computing on individuals, organizations, and society.

Declare Your Program

To be eligible for acceptance to the Computer Application Development major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or transfer equivalents
- Two writing courses, as defined to meet general education requirements
- Prerequisite courses (see below) with a grade of C- or better

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

Requirements

Students learn to program in ICS 140 Computational Thinking with Programming and ICS 141 Programming with Objects using Python and Java programming language, and learn client-side web development skills in ICS 225 Web Design and Implementation. Mathematics courses should be taken concurrently. Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper division (300-level) classes are taken in the major.

Transfer credit for prerequisite courses is common, as is demonstrating competency through previous work experience.

Programming skills erode when left unused for long periods of time. As a consequence, programming classes taken more than five years ago will not be applied to meet the requirements for this major.

Since programming ability is crucial for success as an application developer, the ICS Department invites students without recent transcribed credits in programming courses for one-on-one sessions with their advisor to discuss their programming background.

Students may take waiver exams for introductory courses to help determine their appropriate placement in the introductory programming sequence.

Students must do a residency consisting of six-credits of ICS 350I Information and Computer Sciences Individualized Internship. These 6 credits must span either two or three semesters. [Fusion IT Residencies](#) are one option to meet the internship requirements for the CApp major.

Lower-Division/Upper-Division Elective Courses

A student must take a minimum of 20 credits of major electives as part of the CApp major, of which at least 12 must be at the upper division. All 200, 300, and 400-level ICS courses that are not required for the major may be taken as electives (assuming the student has completed the necessary prerequisites), with the following exceptions: ICS 381, ICS 390, CFS 499, ICS 499.

A minimum of 20 semester credits of major requirements must be completed at Metropolitan State. At least 24 credits of coursework must be completed at the upper division.

A class used to meet program requirements cannot be used as an elective.

Course List

Prerequisites

Computer Application Development Prerequisites Courses (20 credits)

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

MATH 215 Discrete Mathematics

ICS 140 Computational Thinking with Programming

ICS 141 Programming with Objects

ICS 225 Web Design and Implementation

Requirements (120 total credits)

Computer Application Development Core Courses (14 credits)

ICS 251 IT Work Skills

ICS 311 Database Management Systems

One of the following classes is required:

ICS 325 Internet Application Development

ICS 425 Client/Server Architectures

ICS 370 Software Design Models

Computer Application Development Residency Requirement (6 credits)

ICS 350I Information and Computer Sciences Individualized Internship

Lower-Division/Upper-Division Elective Courses (20 credits)

A student must take a minimum of 20 credits of major electives as part of the CApp major, of which at least 12 must be at the upper division.

All 200, 300, and 400-level ICS courses that are not required for the major may be taken as electives (assuming the student has completed the necessary prerequisites), with the following exceptions: ICS 381, ICS 390, CFS 499, ICS 499.

A minimum of 20 semester credits of major requirements must be completed at Metropolitan State. At least 24 credits of coursework must be completed at the upper division.

A class used to meet program requirements cannot be used as an elective.

ACADEMIC PROGRAMS

Computer Forensics (BAS)

The Bachelor of Applied Science in Computer Forensics is a four-year, 120 credits program offered through the Information and Computer Sciences (ICS) department. This program prepares students with knowledge in computer and digital incident investigation, eDiscovery, network and mobile forensics, legal and ethical issues in computing, and computer and privacy laws. Graduates will work in the computer technology and related fields in supporting companies and organizations to protect their interests or in helping law firms and legal organizations to deal with civil litigations and internal disputes/arbitrations. Whenever needed, graduates can also assist law enforcement to fight against cyber terrorism and crimes.

Declare Your Program

To be eligible for acceptance to the Computer Forensics major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form when the following is completed:

- Minimum cumulative GPA of 2.5 for CFS 262, CFS 264 and CFS 280 or transfer equivalents
- Two writing courses as defined to meet general education requirements
- Foundation courses (see below) with a grade of C- or better

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

Requirements

Students are encouraged to complete the major foundation courses as part of an Associate of Science (AS) or an Associate of Applied Science (AAS) degree program in a field such as System Administration, Networking Administration, Database Administration, or Computer Forensics at a community or technical college. Alternatively, they could start the program as freshmen at Metropolitan State University and take these classes with a view to major in Computer Forensics.

No student may be enrolled in an ICS or a CFS upper division course without completing all courses with a grade of C- or better.

Course List

Prerequisites Courses (26 credits)

Program Notes: Students must complete CJS 101 and either CJS 200 or WRIT 231 before enrolling in any other CJS/LASE classes.

CJS 101 Introduction to Criminal Justice
CFS 262 Computer and Operating Systems Fundamentals I
CFS 264 Computer and Operating Systems Fundamentals II
CFS 280 Introduction to Computer Forensics
ICS 140 Computational Thinking with Programming

One of the following classes is required:

CJS 210 Constitutional Law
LAWE 220 Legal Studies in Law Enforcement

One of the following classes is required:

STAT 201 Statistics I
MATH 208 Applied Calculus
MATH 210 Calculus I

Requirements (120 total credits)

Core Courses (24 credits)

CFS 345 Electronic Discovery I
CFS 380 Digital Evidence Analysis
CFS 445 Electronic Discovery II
CFS 484 Computer Laws
CFS 499 Computer Forensics Internship/Capstone
ICS 382 Computer Security

Electives (10 credits) or Minor:

Complete either:

- (1) at least 10 credits of major electives, or
- (2) an approved minor (an approved "minor" can be a second major.) Program Notes for Elective Option: Select three or more of the following upper division CFS and ICS courses. Courses used to meet program requirements above cannot also be used as an elective.

Additional Elective Course: CJS 367 Exploring Forensic Science
BLAW 310 Business Law: UCC and Contracts
BLAW 320 Legal Environment of Organizations
CJS 310 Introduction to Security Management
CJS 320 Criminology and Public Policy
CJS 375 Ethics and Professionalism in Criminal Justice
CJS 387 White Collar Crime
CJS 388 Crime Analysis
LAWE 210 Procedural Studies in Law Enforcement
LAWE 210L Procedural Studies in Law Enforcement Lab
LAWE 339 Violent Crime Investigation
PHIL 320 Business Ethics
PHIL 325 Criminal Justice Ethics
PHIL 327 Ethics in the Information Age
POL 301 Citizenship in a Global Context

POL 331 Law and the Legal Process

POL 333 Constitutional Law: Civil Rights and Civil Liberties

ACADEMIC PROGRAMS

Computer Do you want to help companies protect their precious information assets? Or, assist law enforcement agencies in the fight against cyber terrorism and crimes?

Gainful Employment Disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

To be eligible for acceptance to the Computer Forensics Certificate program, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Bachelor's degree in any discipline from a regionally accredited college/university with a GPA of 2.5 or better or with the ICS department consent

The computer forensics certificate is a 22-24 credit program that is designed for students who have already earned a bachelor's degree and would like to re-shape their skills and knowledge in the field of computer forensics. Students without a bachelor's degree are not eligible for pursuing this certificate.

Course Overlapping

Students are allowed to have up to 8 credits overlapped with their current or previously completed majors or minors. If students have more than 8 credits overlapped, they are required to take additional coordinator-approved courses to cover the difference.

Course List

Requirements (22-24 total credits)

Computer Forensics Cert Core Courses

CFS 262 Computer and Operating Systems Fundamentals I
CFS 264 Computer and Operating Systems Fundamentals II
CFS 280 Introduction to Computer Forensics
ICS 140 Computational Thinking with Programming

Computer Forensics Cert Elective Courses 1

One of the following classes is required:

BLAW 320 Legal Environment of Organizations
CFS 484 Computer Laws
CJS 210 Constitutional Law
POL 331 Law and the Legal Process

Computer Forensics Cert Elective Courses 2

One of the following classes is required:

CFS 380 Digital Evidence Analysis
CJS 367 Exploring Forensic Science
CJS 387 White Collar Crime

ACADEMIC PROGRAMS

Computer Information Technology (BS)

Metropolitan State's Computer Information Technology (CIT) major prepares students to be information technology professionals. This major provides a foundation of both theoretical and practical knowledge in the many aspects of information sciences and technology. Course work to develop analytical and problem-solving skills is complemented by hands-on courses in Metropolitan State's computer labs. A minimum of 20 semester credits of major requirements must be completed at Metropolitan State. The CIT major enables students to become developers, designers, or information technology specialists who can deploy appropriate technology to solve problems in businesses and organizations. Individuals with strong backgrounds of technical and analytical skills, effective communication abilities, and project development knowledge are in demand as the information needs of the world continue to grow. CIT majors can go on to pursue careers as Web analysts, systems analysts, computer support analysts, database designers and analysts, technical managers, and application programmers. This program also provides preparation for graduate studies in information technology, information systems, and business.

A student graduating from the program will have the following knowledge and skills:

- Understand current concepts, best practices and standards, and have the knowledge and ability to apply them in core information technologies such as database systems and e-commerce applications.
- Apply mathematics and current computing knowledge, techniques, skills, and tools to analyze a problem, determine user needs, develop systems or evaluate available systems, and create an effective project plan.
- Be able to
 - program in an object-oriented language, web-related languages (client and server), and SQL
 - design and implement algorithms and processes and certify a computer-based system, process, component, or program to meet desired needs
 - take user needs into account in the evaluation, selection, purchase, and administration of computer-based systems.
 - effectively add a solution into an already existing user environment.
- Recognize the need for and engage in continuing professional development.
- Function effectively on teams to accomplish a common goal such as gathering user requirements and communicating results orally or in writing.
- Understand professional, ethical, legal, security and social issues and responsibilities, and be able to analyze the local and global impact of computing on individuals, organizations, and society.
- Understand systems (security, operating systems, software engineering) in the design and implementation of web, database, and client/server systems and their utilization of resources

Declare Your Program

To be eligible for acceptance to the Computer Information Technology major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Have minimum cumulative GPA of 2.5 for ICS 141 and MATH 215 or equivalents
- Complete the General Education Writing Requirement (GELS Goal I, Part I)
- Complete all prerequisite courses with a grade of C- or better.

Students who do not meet the requirements above or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

Requirements

Students learn to program in ICS 140 Computational Thinking with Programming and ICS 141 Programming with Objects using the Python and Java programming language. Mathematics courses should be taken concurrently with these courses. Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper division (300-level) classes are taken in the major.

Transfer credit for prerequisite courses is common, as is demonstrating competency through passing departmental waiver exams.

The core courses present and synthesize material that is essential to professionals in the field. In these courses, students explore the concepts of operating systems, and design and development of computer and database systems, including Web-based applications. The software design, internet and capstone classes provide students with the project management, teamwork, presentation and business writing experiences that employers have identified as keys to professional success. In addition, students address ethical issues and social responsibility in the capstone course. The upper division (300-level) courses should be completed in the middle of the degree, while ICS 499 ICS Capstone Project should be taken in one of the last two semesters (preferably the last semester).. Typically only upper division courses are transferred to fulfill upper division core requirements. Exceptions may be made based on the content of the transfer course. If exceptions are made, students may be required to earn additional upper division elective credits. To graduate, students must complete at least 24 credits of upper division coursework in the major.

Programming skills erode when left unused for long periods of time. As a consequence, programming classes taken more than five years ago will not be applied to meet the requirements for this major.

Since programming ability is important for success in information technology, the ICS Department invites students without recent transcribed credits in programming courses for one-on-one sessions with their advisor to discuss their programming background.

Students may take waiver exams for introductory courses to help determine their appropriate placement in the introductory programming sequence.

Course List

Major Prerequisites (20 credits)

MATH 215 Discrete Mathematics
ICS 140 Computational Thinking with Programming
ICS 141 Programming with Objects
ICS 225 Web Design and Implementation

One of the following classes is required:

MATH 115 College Algebra
MATH 120 Precalculus

Requirements (120 total credits)

Required Course Courses (32 credits)

STAT 201 Statistics I
CFS 262 Computer and Operating Systems Fundamentals I
CFS 264 Computer and Operating Systems Fundamentals II
ICS 311 Database Management Systems
ICS 370 Software Design Models
ICS 382 Computer Security
ICS 499 Software Engineering and Capstone Project

One of the following classes is required:

ICS 325 Internet Application Development
ICS 425 Client/Server Architectures

Elective Courses (8 credits)

Eight credits of elective coursework are required, selected from CFS 280, CFS 380, ICS 232, ICS 240 or any of the upper division ICS courses. The contents of ICS 490 Special Topics in Information and Computer Sciences and of ICS 492 Seminar of Emerging Technologies vary from semester to semester, and may be taken more than once (with different topics) for elective credit.

No student may be enrolled in an ICS or CFS course unless they have completed all course prerequisites with a grade of C- or better.

CFS 280 Introduction to Computer Forensics
CFS 380 Digital Evidence Analysis

ICS 240 Introduction to Data Structures

ICS 490 Special Topics in Information and Computer Sciences

ICS 492 Seminar on Emerging Technologies

ACADEMIC PROGRAMS

Computer Science (BS)

The computer science major is a solid, flexible program, focused on establishing a firm foundation in computing principles, the development of effective problem-solving and mathematical skills, and the systematic application of theory to the design and development of software. This program also provides preparation for graduate school in computer science. A minimum of 16 semester credits of major requirements must be completed at Metropolitan State.

Program Educational Objectives

The program is designed to help graduates achieve the following career and professional objectives. The program's graduates will:

- Have the flexibility, versatility and problem solving skills that can be applied to any problem domain, so they will be productively employed in the computing field in roles such as Computer Programmer, Software Developer, Software Engineer, and Software Systems Analyst;
- Be successfully employed and accepted into well-established graduate schools;
- Have strong writing and presentation skills; and
- Have a sense of societal and ethical responsibility in their professional endeavors.

Program Outcomes

At the time of graduation, all students will have the following skills.

1. Apply knowledge of computing and mathematics appropriate to computer science.
2. Analyze problems and identify and define the computing requirements appropriate to its solution.
3. Design, implement and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
5. Apply principles of design and development in the construction of software systems of varying complexity.
6. Use current techniques, skills, and tools necessary for computing practice.
7. Function effectively on teams to accomplish a common goal.
8. Understand professional, ethical, legal, security, and social responsibilities.
9. Communicate effectively with a range of audiences.
10. Analyze the local and global impact of computing on individuals, organizations, and society.

11. Recognize the need for continuing professional development, as well as the ability to engage in it.

Declare Your Program

To be eligible for acceptance to the Computer Science major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- Have minimum cumulative GPA of 2.5 for ICS 141, ICS 240 and MATH 215 or transfer equivalents;
- Complete the General Education Writing Requirement (GELS Goal I, Part I)
- Complete prerequisite courses with a grade of C- or better.

Students who do not meet the above requirements or are on academic probation will not be accepted to the major. Students not accepted to the major will not be allowed to take advanced courses in the discipline.

Program Application Requirements

Competence in standard programming practices is essential to an in-depth study of the science of computing. Although many of the activities of computer professions are not programming-related, the language of computing is founded on programming. In addition, computer science has its roots in the discipline of mathematics.

At a minimum, computer science students must have an understanding of discrete mathematics and calculus in order to explore the theoretical foundations of computing. Mathematics and programming prerequisites should be completed early in the major.

Programming skills erode when left unused for long periods of time. As a consequence, programming classes taken more than five years ago will not be applied to meet the requirements for this major.

Since programming ability is crucial for success in computer science, the ICS Department invites students without recent transcribed credits in programming courses for one-on-one sessions with their advisor to discuss their programming background.

Students may take waiver exams for introductory courses to help determine their appropriate placement in the introductory programming sequence.

Students get introduced to programming in ICS 140 Computational Thinking with Programming in the Python programming language. Next in the programming sequence are ICS 141 Programming with Objects and ICS 240 Elementary Data Structures, both using the Java programming language. Mathematics courses should be taken concurrently with these courses. Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper-division (300-level) classes are taken in the major. Transfer credit for the major prerequisite courses is common as is demonstrating competency through passing departmental waiver exams.

These courses are designed to deepen student understanding of the discipline of computer science. The study of computer hardware, operating systems and software design processes provides the understanding of the operation of the computer necessary for the development of robust, efficient systems. The capstone and software design classes provide students with the project management, teamwork, presentation and business writing experiences that employers have identified as keys to professional success.

In addition, students address ethical issues and professional responsibilities in the capstone course. The upper-division courses (300- or 400-level) should be completed in the middle of the degree, except for ICS 499 Software Engineering and Capstone Project, which is taken in one of the last two semesters (preferably the final semester). To graduate, students must complete at least 32 credits of upper division coursework in the major.

Other Requirements

The remaining requirements may be fulfilled in one of two ways:

- Do a minor (or previous bachelor's degree) in field approved by the advisor, or
- Complete 8 credits of elective coursework as described below.

Students are encouraged to consult their advisors early in the program to make a decision on the above choices.

Recommended fields for a minor include Applied Mathematics, Biology, Chemistry, Computer Forensics, Physics, Project Management, and Technical Communication. Students with a previous Bachelor's degree should talk to their advisor about whether that degree can be used in lieu of a minor.

Elective courses allow concentrated work in an area of choice. Choices include practical and theoretical advanced computing topics, computer security, internships, and advanced mathematics. Students are encouraged to choose a set of elective courses that form a cohesive package.

Electives for the computer science major must be distributed as follows:

- At least 4 credits from one upper-division ICS course other than ICS 350I (internship) or ICS 370
- At least 4 credits from an upper-division MATH course or an upper-division ICS course other than ICS 370

Other Electives

The contents of ICS 490 Special Topics in Information and Computer Sciences and of ICS 492 Seminar of Emerging Technologies vary from semester to semester, and may be taken more than once (with different topics for elective credit. Any specific offering of ICS 490 will state whether it may be applied as an elective.

No student may be enrolled in an ICS or CFS course unless they have completed all course prerequisites with a grade of C- or better.

Course List

Computer Science Major Prerequisites (24 credits)

Students get introduced to programming in ICS 140 Computational Thinking with Programming in the Python programming language. Next in the programming sequence are ICS 141 Programming with Objects and ICS 240 Elementary Data Structures, both using Java programming language. Mathematics courses should be taken concurrently. Students should note individual course prerequisites and enroll in the proper sequence of courses. The prerequisite courses should be completed before upper-division (300-level) classes are taken in the major. Transfer credit for the major prerequisite courses is common.

MATH 120 Precalculus

MATH 215 Discrete Mathematics

ICS 140 Computational Thinking with Programming

ICS 141 Programming with Objects

ICS 240 Introduction to Data Structures

One of the following classes is required:

MATH 208 Applied Calculus

MATH 210 Calculus I

Required Courses (36 credits)

These courses are designed to deepen student understanding of the discipline of computer science. The study of computer hardware, operating systems and software design processes provides the understanding of the operation of the computer necessary for the development of robust, efficient systems. The capstone and software design classes provide students with the project management, teamwork, presentation and business writing experiences that employers have identified as keys to professional success.

In addition, students address ethical issues and professional responsibilities in the capstone course. The upper-division courses (300- or 400-level) should be completed in the middle of the degree, except for ICS 499 Software Engineering and Capstone Project, which is taken in one of the last two semesters (preferably the last semester). To graduate, students must complete at least 32 credits of upper division coursework in the major.

ICS 232 Computer Organization and Architecture

ICS 311 Database Management Systems

ICS 340 Algorithms and Data Structures

ICS 365 Organization of Programming Languages

ICS 372 Object-Oriented Design and Implementation

ICS 440 Parallel and Distributed Algorithms

ICS 460 Networks and Security

ICS 462 Operating Systems

ICS 499 Software Engineering and Capstone Project

ACADEMIC PROGRAMS

Creative Writing (BA)

The Creative Writing program at Metropolitan State University is one of the richest and most diverse in the nation. Both our B.A. and minor in Creative Writing include workshops in fiction, poetry, memoir, and creative non-fiction; in writing children's literature, writing very short creative works, writing humor, writing the graphic novel, writing for publication and profit, and advanced creative writing. As a creative writing student at Metropolitan State, you will gain experience in drafting, analyzing, and editing creative works of writing. Our stellar faculty is award-winning, widely published literary artists whose joy in both teaching and writing is infectious. Metropolitan State's creative writing curriculum challenges students with the delights and hard work required to write imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts.

Develop your writing skills to express your thoughts and feelings in an imaginative way. Learn key skills:

- Learn the craft and art of creative writing from master writer-teachers.
- Read, draft and revise fiction, poetry, creative nonfiction, and children's writing.
- Nurture and hone your talent in the company of equally devoted students and teachers.
- Learn how to write creatively for multiple audiences and in multiple genres.
- Develop the ability to read critically; learn how to analyze and edit your own and others' work.
- Gain valuable experience in the world of publishing, both as writer and editor, by working on Haute Dish, Metropolitan State's award-winning online literary magazine.

The program invites you to learn from instructors who are highly accomplished practitioners and excellent teachers. Faculty in the creative writing program are accomplished writers of national prominence. Author accolades include a #1 New York Times Bestseller, a nomination for the Pulitzer Prize, a Today Show Book Club pick, the Geisel medal, a Christopher Award, an American Book Award, a PEN/Open Book Award, an Asian American Literary Award (Members' Choice), two Loft-McKnight Awards, several Minnesota State Book Awards, and several American Library Association Awards.

Declare Your Program

To be eligible for acceptance to the Creative Writing major, students must submit a College of Liberal Arts Undergraduate Program Declaration eForm. Consult with an advisor before enrolling in courses toward the major.

Up to 8 credits of the Creative Writing major may be taken at the lower division.

Course List

Creative Writing Prerequisites (3 credits)

WRIT 251 Introduction to Creative Writing

Requirements (120 total credits)

Creative Writing Required Courses (20-21 credits)

INFS 315 Searching for Information

WRIT 357 Writers as Readers

WRIT 371 Editing

WRIT 481 Advanced Creative Writing

One of the following classes is required:

WRIT 531 Advanced Writing

WRIT 532 Writing about Place

Creative Writing Elective Courses (16 credits)

Four credits in professional writing, screenwriting, playwriting, literature or linguistics.

COMM 171 Desktop Computer Designing for Communication

INFS 115 Information Access

MDST 520 Digital Storytelling

WRIT 300 Creative Writers, Identity and Race in the Twin Cities

WRIT 324 Topics in Writing

WRIT 352 Writing Memoir and Creative Nonfiction

WRIT 353 Writing Short Fiction

WRIT 354 Writing Poetry

WRIT 355 Writing Children's Literature

WRIT 356 Writing Humor

WRIT 358 1000 Words or Less

WRIT 359 Boot Camp: Creative Writing for Non-Majors

WRIT 377 Writing Proposals and Grants

WRIT 531 Advanced Writing

WRIT 532 Writing about Place

WRIT 583 Writing Major Projects

WRIT 598 Advanced Topics in Creative Writing

INFS 338 The Craft and Commerce of Book Publishing

ACADEMIC PROGRAMS

Creative Writing (Minor)

The Creative Writing minor offers students experience in drafting, analyzing, and editing creative works of writing. Students in the minor may take classes in fiction, poetry, memoir and creative non-fiction, writing children's literature, writing very short creative works, writing humor, writing for publication and profit, and advanced creative writing. The Creative Writing minor provides a familiarity with the joys and challenges of the art of writing imaginatively, including developing an individual writing process, setting writing goals, understanding the opportunities available in print and electronic media, and leading a life made richer by the literary arts.

Students must complete a total of 19 credits.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (19 total credits)

Creative Writing Required Courses (3 credits)

WRIT 251 Introduction to Creative Writing

Creative Writing Electives (16 credits)

MDST 520 Digital Storytelling

WRIT 324 Topics in Writing

WRIT 352 Writing Memoir and Creative Nonfiction

WRIT 353 Writing Short Fiction

WRIT 354 Writing Poetry

WRIT 355 Writing Children's Literature

WRIT 356 Writing Humor

WRIT 357 Writers as Readers

WRIT 358 1000 Words or Less

WRIT 359 Boot Camp: Creative Writing for Non-Majors

WRIT 481 Advanced Creative Writing

Creative Writing Electives

Only one course from below can be counted towards Electives

SCRW 313 Beginning Screenwriting

SCRW 314 New Screenplay Forms

SCRW 415 Advanced Screenwriting

THEA 400 Playwriting I

THEA 587 Playwriting II

ACADEMIC PROGRAMS

Criminal Justice (BA)

The bachelor of arts (BA) in criminal justice provides students with a broad analysis of the functions and operation of the criminal justice system as well as an examination of the relationship between law and society. An emphasis is placed on the interrelatedness of the components of the system including law enforcement, juvenile justice, court services (probation and parole), courts and corrections. To earn a BA with a major in criminal justice, students must complete the minimum bachelor's degree requirements (120 credits) including general education, liberal studies and criminal justice course work. All major courses must be completed with a grade of C- or higher.

Declare Your Program

To be eligible for acceptance to the Criminal Justice major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)

All criminal justice pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC)

Requirements

Courses required for your specific program are listed in the right hand column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

All Metropolitan State University students must complete at least 30 credits in residency at Metropolitan State. All criminal justice students must complete 24 major credits (identified as containing a CJ or LAWE prefix) at Metropolitan State University which can be applied toward the 30 credit university residency requirement.

Course List

Requirements (55 total credits)

Core Courses (45 credits)

CJS 101 is the prerequisite for most required criminal justice classes. CJS 201 is the prerequisite for most upper division required law enforcement and criminal justice classes. CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 489 and

CJS 490. Either CJS 489 or CJS 490 should be completed during the student's last semester.

CJS 101 Introduction to Criminal Justice
CJS 201 Foundations in Criminal Justice
CJS 210 Constitutional Law
CJS 300 Corrections and Community Corrections
CJS 301 Research Methods in Criminal Justice
CJS 305 The Criminal Court System
CJS 320 Criminology and Public Policy
LAW 330 Policing and Society
CJS 360 Diversity in Criminal Justice
CJS 375 Ethics and Professionalism in Criminal Justice

One of the following classes is required:

CJS 350 Citizenship: Community Involvement
CJS 354 Restorative Justice

One of the following classes is required:

CJS 489 Criminal Justice Capstone Internship
CJS 490 Criminal Justice Capstone Research

Electives: Directed Electives (10 credits)

Criminal justice majors must select at least 10 directed elective credits (three courses minimum, 6 credits as LE/CJ, minimum 6 credits upper division) of criminal justice or law enforcement courses listed below. CJS 101 and CJS 201 are prerequisites for some CJS and LAW directed elective courses. See course descriptions for more details.

Students double majoring in law enforcement and criminal justice may not use required core law enforcement courses as directed electives. To earn a law enforcement and criminal justice double major, a minimum of 24 credits (residency requirements) is required for each discipline, LAW and CJS, and must be completed at Metropolitan State University. Any student awarded an associate's degree in a law enforcement major/program may not double major in law enforcement and criminal justice at Metropolitan State University.

Program note: LAW 104 is not accepted as a direct elective.

CJS 110 Careers in Criminal Justice
CJS 310 Introduction to Security Management
CJS 315 Sexual Violence and Child Exploitation
CJS 318 Women and Crime
CJS 325 Inside-Out: Prison Exchange Program
CJS 333 Gangs
CJS 335 Homicide Studies
CJS 340 Comparative Criminal Justice

CJS 344 Terrorism and Counterterrorism
CJS 345 Organization and Administration in Criminal Justice
CJS 346 Victimology
CJS 350 Citizenship: Community Involvement
CJS 354 Restorative Justice
CJS 356 Violence in America
CJS 358 Community Building for Criminal Justice
CJS 365 Media in Criminal Justice
CJS 366 The U.S. Intelligence Community
CJS 367 Exploring Forensic Science
CJS 377 Criminal Justice Practicum
CJS 382 Topics in Criminal Justice:
CJS 387 White Collar Crime
CJS 388 Crime Analysis
CJS 465 Criminal Justice Response to the Mentally Ill and Other Special Populations
LAWE 280 Juvenile Justice
LAWE 312 Emergency Management for Law Enforcement
LAWE 329 Technology and Modern Policing
LAWE 339 Violent Crime Investigation
LAWE 431 Police Culture
LAWE 445 Law Enforcement Leadership: Contemporary Issues

ACADEMIC PROGRAMS

Criminal Justice (Minor)

The criminal justice minor offers an opportunity to study crime and criminal justice while pursuing a major in another discipline. The minor offers an opportunity for students to gain knowledge and competencies that are useful in a variety of career settings, including corrections, human services, social work, and public and social service administration. The minor can be an especially good fit for students majoring in psychology, human services, or social work. All majors are welcomed to consider the benefits of a criminal justice minor.

Declare Your Major

To be eligible for acceptance to the Criminal Justice Minor, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the minor.

Notes:

- Minor courses must be completed with C- or better.
- Law Enforcement majors cannot use required core law enforcement courses for the criminal justice minor directed electives.
- Computer forensics majors cannot use CJS or LAWE courses as directed electives if the same courses are fulfilling requirements for their computer forensics major.
- There is a residency requirement of more than 50% of the courses for the criminal justice minor to be taken at Metropolitan State University

Course List

Requirements (22 total credits)

Core Courses

CJS 101 Introduction to Criminal Justice
CJS 201 Foundations in Criminal Justice
CJS 320 Criminology and Public Policy

Additional Core Courses

Choose two of the following:

CJS 300 Corrections and Community Corrections
CJS 305 The Criminal Court System
LAWE 330 Policing and Society

Electives - Directed (4 credits)

A criminal justice or law enforcement upper division (300 course number or higher)

CJS 300 Corrections and Community Corrections

CJS 305 The Criminal Court System

CJS 310 Introduction to Security Management

CJS 315 Sexual Violence and Child Exploitation

CJS 318 Women and Crime

CJS 325 Inside-Out: Prison Exchange Program

CJS 333 Gangs

CJS 335 Homicide Studies

CJS 340 Comparative Criminal Justice

CJS 344 Terrorism and Counterterrorism

CJS 345 Organization and Administration in Criminal Justice

CJS 346 Victimology

CJS 350 Citizenship: Community Involvement

CJS 354 Restorative Justice

CJS 356 Violence in America

CJS 358 Community Building for Criminal Justice

CJS 365 Media in Criminal Justice

CJS 366 The U.S. Intelligence Community

CJS 367 Exploring Forensic Science

CJS 370 Probation and Parole

CJS 377 Criminal Justice Practicum

CJS 382 Topics in Criminal Justice:

CJS 387 White Collar Crime

CJS 388 Crime Analysis

CJS 465 Criminal Justice Response to the Mentally Ill and Other Special Populations

LAW 330 Policing and Society

LAW 431 Police Culture

ACADEMIC PROGRAMS

Cybersecurity (Minor)

Cybersecurity is defined as the activity or process, ability or capability, or state whereby information and communications systems and their contents are protected from and/or defended against damage, unauthorized use or modification, or exploitation.

Metropolitan State's Cybersecurity Minor is a 24 semester credit program primarily intended for students majoring in Computer Science (CS), Computer Information Technology (CIT), Computer Application Development (CApp), or Computer Forensics (CFS). The minor consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity.

The major goal of the minor is to prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.

Potential cybersecurity careers include Chief Information Security Officer (CISO), Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). CAE-CD institutions receive formal recognition from the U.S. Government as well as opportunities for prestige and publicity for their role in securing our Nation's information systems.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Program Outcomes

A student graduating with the cybersecurity minor will be able to:

- Demonstrate the ability to apply knowledge of cybersecurity concepts, tools and technologies to prevent, detect, react, and recover from cyber-attacks.
- Understand cybersecurity risks, threats, and related countermeasures and apply this understanding to develop cyber defense strategies.

- Demonstrate the ability to design cybersecurity systems to meet organizational needs within realistic constraints such as economic, environmental, social, and ethical expectations.
- Identify, analyze, and synthesize scholarly and professional literature relating to the fields of cybersecurity, information security, or information assurance to help solve specific problems and to stay current with the rapidly changing security context.
- Participate as an active and effective member of a project team engaged in achieving solutions to specific cybersecurity related problems.
- Demonstrate sensitivity to and sound judgment on ethical issues as they arise in information security and cyber defense and adhere to accepted norms of professional responsibility

Course List

Prerequisite

Student must successfully complete the necessary course pre-requisites or equivalents for all coursework in the minor.

Requirements (24 total credits)

Core Courses (16 credits)

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Transfer credits will be evaluated on a case by case basis.

ICS 382 Computer Security

ICS 460 Networks and Security

ICS 482 Vulnerability Assessment and Penetration Testing

ICS 484 Cyber Operations

Electives (8 credits)

Program note: Courses taken to fulfill major requirements may also be used to fulfill requirements for the cybersecurity minor. ICS 485 Malware Reverse Engineering is also an elective course which are under development.

CFS 380 Digital Evidence Analysis

CFS 484 Computer Laws

ICS 325 Internet Application Development

ICS 490 Special Topics in Information and Computer Sciences

MIS 450 MIS Auditing and Security Controls

MIS 412 Administration of the Management Information Systems Function

ACADEMIC PROGRAMS

Cybersecurity is defined as the activity or process, ability or capability, or state whereby information and communications systems and their contents are protected from and/or defended against damage, unauthorized use or modification, or exploitation.

Metropolitan State's Cybersecurity Certificate is a 24-semester credit program intended for students who have already graduated with an earned bachelor's degree and would like to reshape their skills and knowledge in the field of cybersecurity. Students without a bachelor's degree in any field are not eligible for pursuing this certificate.

The certificate consists of course work designed to develop analytical and problem-solving skills and provide students with both the theoretical and technical backgrounds along with the necessary practical experiences to secure challenging jobs in the field of cybersecurity.

The major goal of the cybersecurity certificate is to prepare students with the necessary skills to enter into the cybersecurity workforce by demonstrating an in-depth understanding of contemporary technological and societal issues related to cybersecurity and to be able to contribute to the community at large in a responsible and ethical manner.

Potential cybersecurity careers include Chief Information Security Officer (CISO), Security Auditor/Manager, Security Administrator, Security Analyst/Architect/Engineer, Penetration Tester, Vulnerability Assessor, Incident Responder, and Secure Software Developer.

Metropolitan State University is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). CAE-CD institutions receive formal recognition from the U.S. Government as well as opportunities for prestige and publicity for their role in securing our Nation's information systems.

[National Centers of Academic Excellence \(CAE\)](#)

Gainful Employment Disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Program Outcomes

A student graduating with the cybersecurity certificate will be able to:

- Demonstrate the ability to apply knowledge of cybersecurity concepts, tools and technologies to prevent, detect, react, and recover from cyber-attacks.
- Understand cybersecurity risks, threats, and related countermeasures and apply this understanding to develop cyber defense strategies.
- Demonstrate the ability to design cybersecurity systems to meet organizational needs within realistic constraints such as economic, environmental, social, and ethical expectations.
- Identify, analyze, and synthesize scholarly and professional literature relating to the fields of cybersecurity, information security, or information assurance to help solve specific problems and to stay current with the rapidly changing security context.
- Participate as an active and effective member of a project team engaged in achieving solutions to specific cybersecurity related problems.
- Demonstrate sensitivity to and sound judgment on ethical issues as they arise in information security and cyber defense and adhere to accepted norms of professional responsibility.

Course List

Requirements (24 total credits)

Core Courses (16 credits)

This program requires a core of 16 credits and 8 cybersecurity-related elective credits. Transfer credits will be evaluated on a case by case basis.

ICS 382 Computer Security

ICS 460 Networks and Security

ICS 482 Vulnerability Assessment and Penetration Testing

ICS 484 Cyber Operations

Elective Courses (choose 8 credits)

CFS 380 Digital Evidence Analysis

CFS 484 Computer Laws

CFS 325 Internet Application Development (under development)

ICS 485 Malware Reverse Engineering (under development)

ICS 490 Special Topics in Information and Computer Sciences

MIS 450 MIS Auditing and Security Controls

MIS 412 Administration of the Management Information Systems Function

ACADEMIC PROGRAMS

Dental Hygiene (BSDH)

This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in Dental Hygiene (BSDH) degree. All Dental Hygiene Department educational programs are based on academic excellence, and the values of community involvement, ethical conduct and social responsibility.

Completion of a baccalaureate degree provides dental hygienists with new and relevant employment opportunities as oral healthcare professionals. An important benefit may be broadening employment prospects in traditional and/or non-traditional work settings. Contemporary non-traditional work settings for dental hygienists may include:

- Educational roles
- Sales
- School-based programs
- Local, state or federal health programs
- Health care related project management
- Marketing
- Research

The dental hygiene baccalaureate completion program is designed to meet the professional and educational goals of dental hygienists. Offered on-line by dental hygiene educators, students can participate in advancing their education while maintaining employment. The program focuses on:

- Expanding dental hygiene knowledge and skills
- Deepening professional growth in the role as a community minded dental hygienist
- Expanding your opportunities in the workforce
- Preparing students who are interested in pursuing Metropolitan State University's Master of Science in Advanced Dental Therapy graduate degree (MSADT)
 - Baccalaureate degree is required for graduate education
 - MSADT prerequisite course is offered in the BSDH degree completion program

Declare Your Program

For Dual Admission/Enrollment BSDH applicants, they will declare their major after the Dual Admission/Enrollment Intent Form has been signed and submitted on their community college campus and their admission to Metropolitan State has been performed. Upon admittance to the BSDH Dual Admission/Enrollment Program, the Dental Hygiene Academic Advisor will work with admitted Dual Admission/Enrollment students to ensure their BSDH major is declared.

To be eligible for acceptance to the Dental Hygiene baccalaureate degree completion program, students must submit an Undergraduate University Admissions Application. The following are also required:

- Official transcript from an accredited dental hygiene program demonstrating successful completion (or letter from program director or dean if within 15 credits of graduation)
- Official transcripts of all other college and university coursework
 - Transcripts from Minnesota State institutions will be made available by e-transcripts
- Cumulative GPA of 2.50 (4.00 scale - calculated from all college coursework)
- Appropriate documentation of an active dental hygiene license (or letter from program director if within final semester of graduation)
- A clinical component is not essential to BSDH program completion.

Requirements

The degree requirements for graduation with a Bachelor of Science in Dental Hygiene include:

- A minimum of 120 semester credits are needed for a Minnesota State granted baccalaureate degree. These credits will consist of:
- Transferable Associate Degree Dental Hygiene coursework
- Transferable General Education Liberal Studies (GELS) courses
- Required Metropolitan State University Dental Hygiene Major and GELS courses
- Required Metropolitan State University Racial Issues Graduation Requirement coursework
- View University wide graduation requirement information.

Transfer Agreements

Metropolitan State has articulation agreements with many Minnesota dental hygiene programs enabling a seamless transfer of general education and dental hygiene credits from a dental hygiene associate degree program to Metropolitan State's BSDH program.

Courses

The majority of courses in the dental hygiene curriculum employ online teaching/learning strategies. Online coursework provides you flexibility and convenience while completing your baccalaureate degree.

An optional one credit course, DENH 440 Restorative Functions Clinic, is required for those interested in pursuing Restorative Functions certification by the Minnesota State Board of Dentistry. It is available for student enrollment the semester immediately following successful completion of DENH 420 Restorative Functions Theory and Lab. This optional one credit course requires Dental Hygiene Program Clinical Documentation and a written contractual agreement with a dentist for completion of the Minnesota Board of Dentistry Restorative Function Clinical requirements.

Clinical Requirements

These requirements apply only to students enrolled in DENH 440, Restorative Functions Clinic, and/or students implementing a clinical component to DENH 430P, Dental Hygiene Capstone.

- Appropriate documentation of an active dental hygiene license
- Evidence of current professional liability insurance
- Documentation of required immunizations
- Evidence of successful background study
- Evidence of current CPR certification
- Evidence of HIPAA training
- Evidence of current health insurance

Course List

Requirements (120 total credits)

Required Courses

The majority of courses in the dental hygiene curriculum employ online teaching/learning strategies. Online coursework provides you flexibility and convenience while completing your baccalaureate degree.

The following courses are required:

DENH 300 Designing and Managing Teams in Health Care

DENH 310 Current and Relevant Topics for the Dental Hygienist

DENH 320 Management of Oral Healthcare Delivery

DENH 330 Dental Hygiene Care for Culturally Diverse and Special Needs Populations

DENH 410 Evidence-Based Dental Hygiene Practice

DENH 430 Dental Hygiene Capstone

STAT 201 Statistics I

WRIT 331 Writing in Your Major

PHIL 321 Medical Ethics

Required - Choose one

Choose one from the following two courses; the chosen course must be completed prior to enrollment in the Dental Hygiene Capstone course:

An optional one-credit course, DENH 440 Restorative Functions Clinic, is required for those interested in pursuing Restorative Functions certification by the Minnesota State Board of Dentistry.

DENH 420 Restorative Functions Theory and Lab

DENH 340 Educational Concepts in Dental Hygiene

ACADEMIC PROGRAMS

Dental Hygiene (POST BSDH CERT)

Collaborative Dental Hygiene Practice

This program provides baccalaureate educated dental hygienists, who have graduated from an accredited institution, the opportunity to complete an undergraduate certificate in dental hygiene. The focus is to augment and deepen the knowledge, skills and values of the professional role of the dental hygienist in the community. The course offerings are online. This part-time program may prepare those students who are interested in pursuing Metropolitan State University's Master of Science in Advanced Dental Therapy (MSADT) program if Post-Baccalaureate Certificate students enroll in the prerequisites course for this program, DENH 420 Restorative Functions Theory and Lab. This course requires a face-to-face commitment for successful completion.

Gainful Employment Disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

Declare Your Program

To be eligible for acceptance to the Dental Hygiene Post-Baccalaureate Certificate program, students must have completed the following:

- Official transcript from an accredited dental hygiene program demonstrating successful completion
- Official transcripts of all other college and university coursework, indicating a BS/BA degree
- Cumulative GPA of 2.5 (calculated from all college coursework)
- Appropriate documentation of an active unencumbered license to practice dental hygiene in Minnesota

If an applicant's dental hygiene license does not meet Minnesota's dental hygiene requirements, specifically with regard to the administration of local anesthesia and nitrous oxide inhalation sedation, the applicant may be required to complete continuing education courses to meet these requirements depending upon the student's goals for the program.

Normandale Community College offers pain management continuing education courses and BSDH students will be given priority admission. These requirements must be completed before enrolling in the Restorative Functions Clinic or Dental Hygiene Capstone courses. Students with questions regarding these requirements should contact the program advisor or program faculty.

Requirements

Students complete a planned program of 16-22 credits of dental hygiene coursework from the list of courses below. The required certificate courses will be determined based upon the applicant's baccalaureate degree and career goals. Classes are offered primarily online with the exception of DENH 420, Restorative Functions Theory and Lab.

Course List

Requirements (16-22 total credits)**Dental Hygiene Certificate Courses**

Note: DENH 430 should be the last course completed.

DENH 300 Designing and Managing Teams in Health Care
DENH 310 Current and Relevant Topics for the Dental Hygienist
DENH 320 Management of Oral Healthcare Delivery
DENH 330 Dental Hygiene Care for Culturally Diverse and Special Needs Populations
DENH 340 Educational Concepts in Dental Hygiene
DENH 410 Evidence-Based Dental Hygiene Practice
DENH 420 Restorative Functions Theory and Lab
DENH 430 Dental Hygiene Capstone

ACADEMIC PROGRAMS

Design of User Experience (MINOR)

The Design of User Experience minor is a 20-credit program that provides students with knowledge and skills in designing and improving user experience of information products. Through this minor, students acquire analytical thinking and hands-on skills to work in a wide range of industries, particularly in information technology services and digital innovation. This minor can be an excellent complement to a degree in communication, business, computer science and psychology.

Students completing the minor in Design of User Experience will:

- Understand fundamental concepts in design of user experience
- Differentiate usability and user experience, testing and design
- Utilize design thinking in the discovery of design solutions
- Gather, organize, and distill user requirements
- Adopt effective methods in exploring, analyzing, and evaluating design solutions
- Apply user experience knowledge and skills in major area of study

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

Up to eight (8) credits may be transferred.

Transfer courses may be applicable to minor requirements. The university's degree audit system (DARS) will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the coordinator of the Design of User Experience minor.

Course List

Requirements (20 total credits)

Design of User Experience Required Courses (12 credits)

WRIT 372 Document and Information Design I
WRIT 574 Usability and User Experience
WRIT 577 Design of User Experience
ICS 225 Web Design and Implementation
ICS 321 Multimedia Design and Programming
PSYC 309 Cognitive Psychology
WRIT 373 Writing and Designing for the Web I

WRIT 573 Writing and Designing for the Web II
MDST 580 Issues in Communication Technology
MDST 583 Online Education and Training

ACADEMIC PROGRAMS

Digital Media (MINOR)

The Digital Media minor combines theory and practice in the ever-expanding world of digital communication. Classes in the minor provide background in writing, communication and visual theory, while focusing on the production of digital media. Students choose from a menu of classes in multimedia, social media and web and information design. They complete a prerequisite course on how to identify, locate and use tools for producing digital communication.

Students completing the Digital Media minor will:

- Learn how to strategically choose appropriate media formats for a variety of messages
- Learn how to apply knowledge of audience, context and purpose in creating digital communication
- Learn how to produce digital content in a variety of media, incorporating both aesthetic and practical concerns
- Learn how identity and diversity shape digital communication and online communities

Students majoring in any discipline are welcome to pursue the minor in Digital Media. **Students may count two 4-credit electives in the Digital Media minor toward their major and/or another minor. In addition, the prerequisite--WRIT 280--may be counted toward both the student's major and the Digital Media minor.** Up to 9 credits may be taken at the lower division.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (20-22 total credits)

Digital Media Prerequisites (2 credits)

WRIT 280 Digital Tools for Writing and Communication

Digital Media Electives (19-20 credits)

Multimedia:

ARTS 115 Introduction to Photography

ARTS 316 Intermediate Photography

MDST 520 Digital Storytelling

SCRW 313 Beginning Screenwriting

SCRW 315 Film Production and Editing I

SCRW 383 Writing For Video Games

Digital Media Electives

Social Media:

MDST 210 Introduction to Social Media and Online Community

MDST 485 Communicating with New Media

Digital Media Electives

Web and Information Design:

WRIT 302 Content Strategy

WRIT 341 Writing the News in a Digital World

WRIT 372 Document and Information Design I

WRIT 373 Writing and Designing for the Web I

MDST 583 Online Education and Training

Digital Media Internship

WRIT 350I Writing Individual Internship

MDST 350I Media Studies Individual Internship

ACADEMIC PROGRAMS

Disability Studies (MINOR)

The Disability Studies Minor provides a comprehensive overview of the history of the disability movement, current issues relevant to disabilities and an in-depth exploration of resources and trends. In addition, the Disability Studies Minor is designed to address and analyze policies and societal barriers that impact people with disabilities. The Disability Studies Minor embraces the philosophy of the Disability Rights Movement that focuses on self-determination, civil rights, and culture.

The field of disability studies is relatively new and is an outgrowth of civil rights for people with disabilities that led to the Americans With Disabilities Act of 1990. Disability Studies represents a focus on empowerment, self-determination, and independence.

Subject Area Competence

Students choosing the Minor in Disability Studies will be expected to demonstrate competence through 20 credits as identified in the DS Minor. Five four-credit courses are required and to be selected from the list below. All courses are online. The Disability Studies Minor can be taken by students in any program of study. Students in the Human Services, Individualized Studies, Corrections, Health Sciences and Business have found the Minor to enhance their fields of study.

Declare Your Program

After you are admitted to the university as an undergraduate student, you also need to be accepted to a specific major/program.

Course List

Requirements (20 total credits)

Disability Studies Minor Required Courses (20 credits)

Choose any five courses from the following. All courses are four credits and are all online. There are no prerequisites for any of the courses.

HSDS 304 Introduction to Disabilities

HSDS 305 Disability Rights: History and Current Trends

HSDS 306 Community Resources and Services for Persons with Disabilities

HSDS 307 Blind, Deaf Blind, and Deaf Culture, History and Resources

HSDS 308 Aging and Disabilities

HSDS 400 Current Issues and Special Topics in Disability Studies

HSER 303 Disability Awareness

HSVP 309 Violence and Disability

HSTD 395 Disability and Career Development

ACADEMIC PROGRAMS

Early Childhood Studies (BAS)

This major is designed primarily for students transferring from a Minnesota State institution with a child development diploma or AA, AS, or AAS degree programs who are seeking baccalaureate degrees in early childhood studies. Many students will be seeking career enhancements in the child development field. Courses are also open to non-majors.

It is expected that all students receiving a BAS degree with a major in early childhood studies will develop knowledge and skills at the upper-division level related to:

- child development and learning;
- early childhood curriculum development and implementation;
- family and community relationships;
- assessment and evaluation of young children;
- professional and ethical issues in early childhood; and
- application of knowledge and skills within the context of an urban early childhood setting.

Declare Your Program

To be eligible for acceptance to the Early Childhood Studies major, students must submit a College of Health, Community and Professional Studies Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

All students are expected to have at least 120 credits to graduate with a degree in early childhood studies. In addition to the major requirements, students must complete the university's general education and liberal studies requirements.

Course List

Prerequisites

PSYC 100 General Psychology

Requirements (120 total credits)

Required Courses

PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context
PSYC 357 Observing and Assessing Young Children: Birth Through Age Five

PSYC 359 Positive Behavior Guidance
EDU 321 Urban Infant-Toddler Curriculum and Practicum
PSYC 415 Principles of Teaching and Learning in Early Childhood
PSYC 416 Comparative Study of Early Childhood Program Models
PSYC 417 Language and Communication Development in Early Childhood Education
PSYC 030 Early Childhood Studies Internship Meetings
PSYC 350I Psychology Internship
PSYC 420 Early Childhood Studies Capstone: Professionalism and Ethical Issues

One of the following classes is required:

PSYC 308 Child Psychology
PSYC 308T Child Psychology Theory Seminar

Guided Electives (3 credits minimum)

EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6
EDU 361 The Arts in Early Childhood and Elementary Education
EDU 325 Emergent Literacy in Urban Early Childhood Education
PSYC 102 Dynamics of Parent/Child Relationships
PSYC 305 Behavior Disorders in Children
PSYC 306 Child Abuse
PSYC 353 Selected Topics in Early Childhood
PSYC 393 Special Education Overview
PSYC 425 Administration of Early Childhood Programs

Theory Seminar

Metropolitan State is pleased to collaborate with the Minnesota Association for the Education of Young Children (MnAEYC) by offering theory seminars for a total of 16 university credits leading to the MnAEYC's Director's Credential. The Director's Credential program is a voluntary opportunity for the career advancement and professional development of early childhood center directors and other administrators. Four competence-based theory seminars are offered for individuals who have had experience as an early childhood center director or administrator.

PSYC 308T Child Psychology Theory Seminar
PSYC 350T Early Childhood Programs: Management Principles and Applications
PSYC 351T Early Childhood Programs: Regulatory/Financial/Facility Management
PSYC 352T Early Childhood Programs: Advocacy and Communications

ACADEMIC PROGRAMS

Economics (BS)

Economics describes and analyzes the organization and operation of an economic system. While much can be learned from the economic systems of other countries, most courses in this program focus on the western market economy. An understanding of economics is essential for all careers in management and to becoming a well-informed citizen and participant in society.

The economics program offers courses, which serve all majors in the College of Management and those leading to the two tracks in the economics major. The business economics track prepares students for work in the quantitative areas of business market research, business forecasting, financial analysis, economic modeling and simulation, operations and quantitative decision-making. The more traditional economics track prepares students for graduate study in economics and professional study in law, public administration, business and public policy.

Many economics courses may be used to fulfill the university's general education/liberal studies requirements.

Declare Your Program

To be eligible for acceptance to the economics major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- Economics Foundation Courses with a grade of C- or better (see below)

The Economics Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet **General Education and Liberal Studies (GELS)**.

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

At least 40 upper division distributed in general education/liberal studies, foundation courses and study in economics or business economics.

MIS 100 Fundamentals of Information Technology in Organizations

STAT 201 Statistics I

ECON 201 Macroeconomics

ECON 202 Microeconomics

One of the following classes is required:

MATH 210 Calculus I

MATH 208 Applied Calculus

Economics Track Required Courses (16 credits)

Note: ECON 497 is a capstone class, which should be taken near the end of the student's program.

ECON 351 Intermediate Macroeconomics

ECON 352 Intermediate Microeconomics

ECON 420 Money, Banking and Financial Institutions

ECON 497 Economic Research and Forecasting

Economics Track Electives (16 credits, choose four courses)

ECON 311 Economics of the Environment

ECON 313 Labor Economics

ECON 314 International and Comparative Economics

ECON 315 Economics of Diversity

ECON 316 Health Economics

ECON 496 Managerial Economics

Business Economics Track Required Courses (24 credits)

Note: ECON 497 is a capstone course, which should be taken near the end of a student's program

ACCT 210 Financial Accounting

ECON 314 International and Comparative Economics

ECON 420 Money, Banking and Financial Institutions

ECON 496 Managerial Economics

ECON 497 Economic Research and Forecasting

FIN 390 Principles of Finance

Business Economics Elective Courses (choose three courses from those listed below)

Note: Only one DSCI course may be applied toward the Business Economics track

ECON 311 Economics of the Environment

ECON 313 Labor Economics

ECON 315 Economics of Diversity

ECON 316 Health Economics

ECON 351 Intermediate Macroeconomics

ECON 352 Intermediate Microeconomics

DSCI 431 Managerial Problem-solving and Decision-making Methods

DSCI 434 Introduction to Operations Management

FIN 550 International Finance

ENTR 490 Entrepreneurship and Venture Creation

MKTG 420 Marketing Research

ACADEMIC PROGRAMS

English (BA)

The English major helps students to examine and interpret literature in English from a variety of viewpoints; and to understand the role literature plays in human cultures. Students completing the English major develop strong analytic and interpretative abilities as well as enhanced skills in written and oral communication. Those abilities and skills help prepare English majors for careers in writing, editing, publishing, advertising, law, education and business. Students planning to complete a degree program in English should consult with a faculty member of the department before enrolling in classes.

Declare Your Program

To be eligible for acceptance to the English major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with a department faculty member before enrolling in courses toward the major.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core, and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

English Major: Prerequisite

Program note: WRIT 131 (or equivalent) is a prerequisite for all upper level LIT, HUM and LING courses.

WRIT 131 Writing I

Requirements: (120 total credits)

English Major: American Literature (4 credits)

LIT 341 American Literature: Beginnings-1870

LIT 342 American Literature: 1870-Present

English Major: English Literature (4 credits)

LIT 371 English Literature: Beginnings-1800

LIT 372 English Literature: 1800-Present

English Major: Women Writers (4 credits)

LIT 312 Women Writers

LIT 315 Gender in Literature and Film

LIT 362 Black Women Writers

LIT 365 Asian Women Writers

English Major: Ethnic or World Literature (4 credits)

LIT 361 African-American Literature

LIT 362 Black Women Writers

LIT 363 American Indian Literature

LIT 364 Literature by Immigrants of Color

LIT 365 Asian Women Writers

HUM 310 The First Civilizations

HUM 311 The Classical World: Greece

HUM 312 The Classical World: Rome

HUM 313 Medieval Civilization

HUM 314 The Renaissance

HUM 315 The Enlightenment

HUM 315 The Enlightenment

HUM 317 Modernism

HUM 318 Postmodernism

HUM 321 Myth

HUM 326 Folklore

HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain

HUM 364 The Harlem Renaissance

English Major: Shakespeare (4 credits)

LIT 377 Shakespeare

English Major:

One of the following (4 credits)

LIT 501 Literary Criticism: Beginnings-1950

LIT 502 Literary Criticism: 1950-Present

LING 547 History of the English Language

English Major: Capstone Seminar (4 credits)

LIT 480 Literature Capstone Seminar

ACADEMIC PROGRAMS

English Teaching (BS)

(Communication Arts and Literature Licensure Grades 5-12)

Students usually enroll in the English Teaching Major as part of a larger program leading to teaching licensure in communications, arts, and literature for grades 5-12.

The English teaching major includes study in the following disciplines:

Writing - the writing process, composition theory, and effective methods for teaching secondary students to write in different genres for a variety of purposes and audiences;

Reading - reading theory, the nature of reading comprehension, and student responses to interpreting and evaluating texts;

Literature - the aesthetic dimensions of literature with a focus on helping secondary students to understand literature in various historical and cultural contexts;

Speech communication - verbal and nonverbal speech processes, listening skills, public speaking and interpersonal communication; and

Media literacy - print and non-print media, and the effects of various electronic media on the communication process.

Declare Your Program

To be eligible for acceptance to the English Teaching major (Grades 5-12), students must submit a College of Arts and Sciences Undergraduate Program Declaration Form when they have completed all of the requirements from the Guide to Admission in the Urban Teacher Program.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Teaching Licensure Grades 5-12

Completing the English Teaching Major is only part of the preparation for teaching in grades 5-12. You must also earn a teaching license. Students completing the teaching major who wish to earn Minnesota Teaching Licensure for secondary education (grades 5-12) can do so by completing additional course work through the university's Urban Teacher Program. Please note that the university's Education Department has the primary responsibility for recommending students for licensure.

Choose one elective

Any 300+ level course (3-4 credits) in Literature, Humanities, Reading, or Writing.

Course List

English Teaching: Prerequisites

(These credits do not count toward the major.)

COMM 103 Public Speaking

One of the following classes is required:

WRIT 121 Writing I Intensive

WRIT 131 Writing I

WRIT 132 Written and Visual Communication

One of the following classes is required:

WRIT 231 Writing II

WRIT 261 Business Writing

WRIT 271 Technical Writing

Requirements (120 total credits)

English Teaching: Foundation Courses

Choose four of the following foundation courses

LIT 300 Literary Analysis

LIT 332 Adolescent Literatures

One of the following classes is required:

WRIT 251 Introduction to Creative Writing

WRIT 331 Writing in Your Major

One of the following classes is required:

LING 316 The Nature of Language

LING 326 Language and Culture

English Teaching: Diverse Literatures

Choose one of the following in diverse literatures

LIT 362 Black Women Writers

LIT 363 American Indian Literature

LIT 364 Literature by Immigrants of Color

LIT 365 Asian Women Writers

One of the following classes is required:

LIT 312 Women Writers

LIT 345 Working Class Literature

LIT 361 African-American Literature

English Teaching: Classic Literatures

Choose two of the following in classic literatures

LIT 341 American Literature: Beginnings-1870

LIT 342 American Literature: 1870-Present

LIT 371 English Literature: Beginnings-1800

LIT 372 English Literature: 1800-Present

LIT 377 Shakespeare

English Teaching: Communication Course

Choose one of the following in communication (3-4 credits)

COMM 231 Introduction to Interpersonal Communication

COMM 233 Introduction to Intercultural Communication

COMM 333 Intermediate Intercultural Communication

COMM 351 Communication in Work Groups

ACADEMIC PROGRAMS

Entrepreneurship and Innovation (BS)

Transfer Pathway

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's [Transfer Resources](#) for more information.

Program Overview

The BS in Entrepreneurship and Innovation helps students build their dreams by providing students the knowledge, skills, experience, and career opportunities to create or energize a business. Whether the dream is to start a new business, launch a career as an innovative manager within an existing organization, support a family business, become a franchisee, or build inner leadership skills, this discipline will help students achieve their economic and personal goals.

The experiential education classes help students think like an entrepreneur, build confidence, engage in real world cases, and create their own destiny. Taught by experts in the industry and scholars with entrepreneurial experience, the Entrepreneurship and Innovation courses are uniquely tied to the extensive entrepreneurial ecosystem of the Twin Cities and the nation. Students are exposed to a broad range of community experts that further supplement their education, career options, and resources.

This program can be completed on campus, fully online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode. However, currently one elective, ENTR 510 Social Entrepreneurship is only offered on campus.

Declare Your Program

To be eligible for acceptance to the Entrepreneurship and Innovation major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you

succeed and have the most valuable experience in other College of Management courses.

Requirements

The entrepreneurship and innovation program includes courses in the following areas:

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet general education and liberal studies requirements. View General Education and Liberal Studies (GELS) for Metropolitan State University.

Unrestricted electives as needed to total a minimum of 120 credits

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Requisite Footnotes

- FIN 392 is a **co-requisite** for FIN 511, FIN 560 and FIN 595. (To enroll in FIN 511, FIN 560 or FIN 595, a student must either first complete FIN 392, or be concurrently enrolled in FIN 392.)
- FIN 392 is a **prerequisite** for FIN 496.
- ACCT 310 is **not** a prerequisite for FIN 595, although it was at one time.
- ACCT 310 is a **prerequisite** for ACCT 515.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is equivalent to or acceptable in place of a Metropolitan State University course** as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and

when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

At least 24 credits from among the Business Core Courses, Major Required Courses, Major Electives, and Capstone must be completed at Metropolitan State. The College of Management Residency Requirement (20 credits) is satisfied by the Entrepreneurship and Innovation Major Residency Requirement. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

MIS 100 Fundamentals of Information Technology in Organizations
MATH 115 College Algebra
STAT 201 Statistics I
ECON 201 Macroeconomics
ECON 202 Microeconomics
ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

DSCI 434 Introduction to Operations Management
FIN 390 Principles of Finance
MGMT 310 Management Principles and Practices
MIS 310 Principles of Management Information Systems
MKTG 300 Marketing Principles

Entrepreneurship and Innovation Required Courses (12 credits)

ACCT 320 Strategic Management Accounting
ENTR 400 Entrepreneurial Mindset in a Diverse World
ENTR 490 Entrepreneurship and Venture Creation
MGMT 320 Organizational Behavior

Entrepreneurship and Innovation Elective Courses (8 credits)

ENTR 491 Technology Management for Entrepreneurs

ENTR 493 Finance for Entrepreneurs

ENTR 494 Entrepreneurship and Law

ENTR 495 Developing New Products and Services

ENTR 496 Writing a Marketing Plan

ENTR 497 Writing a Business Plan

ENTR 510 Social Entrepreneurship

COM Capstone Course (4 credits)

MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Environmental Science (BS)

Environmental Science is the study of the biological, chemical, physical and social science principles that govern the structure and functioning of the natural world. Through the study of environmental science the student develops an understanding of their own life and an appreciation for their multifaceted role in the natural world.

The Environmental Science major begins with a solid foundation of mathematics, physics, biological and social science, upon which the study of environmental science is built. The major provides students with scientific knowledge, laboratory skills, research experience, and intellectual training in analytical and quantitative reasoning. The program emphasizes the development of transferable liberal arts skills and includes the flexibility for students to pursue their own academic interests in the field as part of their degree program.

A degree in environmental science helps open the door to a wide range of fields including applied science, pollution management, conservation biology, public health and natural resource management. Environmental science graduates may choose to continue on to professional and graduate programs in research, management and education.

In addition to the overall University graduation requirements, the environmental science B.S. program requires each student to complete 60 credits in the major including at least 25 upper division credits, at least 25 credits from Metropolitan State University, at least 25 credits not used for any other major or minor, and at least one 400-level or 500-level course at Metropolitan State course as a capstone experience. Students must also complete the environmental science exit interview and assessment test during their final semester of classes before graduation.

All prerequisite and required courses must be completed with grades of C- or above. Transfer coursework equivalency is determined by the Natural Sciences Department. Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses cannot be used to fulfill upper division core or elective requirements in the major.

Declare Your Program

To be eligible for acceptance to the Environmental Science major, students must submit a College of Sciences Undergraduate Program Declaration Form. Students are admitted to the program up on successful completion of the prerequisite and foundation coursework.

Curriculum Structure

The Environmental Science major requires 60 semester credits, including:

31 credits of foundation coursework in mathematics, biology, chemistry, physics, earth science and economics and

18-19 credits of core coursework in biological, physical, social science (economics or political science) and integrated environmental science, including 10 or 11 credits advanced study in an area of student interest.

Course List

Prerequisites

General education credits; not required for students who demonstrate competence by placement test or department exam.

One of the following classes is required:

MATH 115 College Algebra

MATH 120 Precalculus

Requirements (120 total credits)

Foundation Courses (31 credits)

Students can be admitted to the major upon completion of the major prerequisite foundation courses and program assessment survey.

BIOL 111 General Biology I

BIOL 112 General Biology II

CHEM 111 General Chemistry I

CHEM 112 General Chemistry II

ECON 202 Microeconomics

GEOL 118 Environmental Geology

One of the following classes is required:

STAT 201 Statistics I

MATH 208 Applied Calculus

Physics lower-division requirement (4 or 10 credits)

One course or set of courses (as indicated). Either PHYS 110 or, PHYS 211 and PHYS 212.

PHYS 110 Introduction to Physics

PHYS 211 Calculus Based Physics I

PHYS 212 Calculus Based Physics II

Biological Science (5 credits)

One upper division course.

BIOL 310 Ecology

BIOL 312 Evolution

BIOL 316 Behavioral Ecology

Physical Science (5 credits)

One upper division course or set of courses; either CHEM 311 AND CHEM 311L or GEOL 314

CHEM 311 Environmental Chemistry

CHEM 311L Environmental Chemistry Lab

GEOL 314 Earth Surface Environments

Economics and Political Science (4 credits)

One upper division course.

ECON 311 Economics of the Environment

Integrated Environmental Science (4-5 credits)

One upper division course or set of courses (as indicated) in each category.

ESCI 305 Earth's Climate, Past and Future

ESCI 315 Limnology

ESCI 320 Ecosystem and Global Ecology

BIOL 315 Limnology

BIOL 320 Ecosystem and Global Ecology

Capstone and Elective (10 or 11 credits)

Upper division courses chosen from the Core courses listed above and the additional courses listed below.

Must include at least one 400-level course.

BIOL 415 Pollution Ecology

BIOL 416 Invasion Biology

BIOL 418 GIS for Natural Sciences

STAT 353 Environmental Statistics

GEOL 340 Water Resources

ESCI 350I Environmental Science Individualized Internship

ESCI 469 Seminars in Environmental Science

ESCI 479 Advanced Topics in Environmental Science

ESCI 489 Senior Research in Environmental Science

ACADEMIC PROGRAMS

Ethnic Studies (BA)

This degree program spotlights diverse ethnic communities in the United States within a globalized, transnational context. Our program centers on the experiences, voices, collective memories and in-group diversity of ethnic and racialized communities of color, as well as their coalitions and allies. Students learn analytical and critical thinking skills through comparing and contrasting the experiences of African American, Asian American, Latina/o, and American Indian groups and individual members, as well as concentrating on experiences of individuals and groups in one particular ethnic group. Situated at the heart of our program are matters of race, racism, racialization and power; the viscous nature of ethnic identity development and performance; and interactions among groups. Resident faculty hold expertise in many aspects of ethnic studies including history, religion, visual and media culture, gender, and interdisciplinary studies. Community faculty bring their applied work experience into the classroom. In addition, the department participates in a number of community/university partnership activities, which provide students with unique learning opportunities.

A degree in Ethnic Studies enables individuals to gain a significant level of knowledge and understanding of African Americans, Asian Americans, Latino/a Americans, American Indians; enables individuals to communicate cross culturally; equips individuals with skills in research, design, and data collection to benefit their community; engages individuals in critical thinking using interdisciplinary frameworks; promotes community-centered, experiential, participatory, and cooperative learning; prepares individuals to make a genuine contribution to the development of a pluralistic society.

The Ethnic Studies Department resident and community faculty are committed to a culturally plural and equitable society. The faculty infuse a blend of life experience with scholarship, offering students a unique academic experience. Our coursework converges at the intersections of race, religion, gender, class, and sexuality in the shaping of perspectives and life chances. Students learn the following: how to navigate among the multiple covert and overt past, present, and future discourses of race and ethnicity; how to practically apply knowledge and be cultural critics and critical consumers of popular culture; and how to be life-long learners, cultural bridges and influential in promoting a more equitable society.

The ethnic studies major has two tracks: the Cross-cultural Comparative Track and the Individualized Track. Students can choose the major track, which most fits their programmatic interest. All tracks require students to complete the core courses listed below. The Individualized Track must be designed in consultation with the student's advisor. The design of the major and minor also enables students to include credits earned at other institutions and classes offered by other departments at Metropolitan State.

Declare Your Program

To be eligible for acceptance to the Ethnic Studies major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with a faculty advisor before enrolling in courses toward the major.

Course List

Requirements (120 total credits)

Core Courses (16 credits, required for both tracks)

Students choose from one of two tracks within the major. All majors must complete the following courses in sequential order or via co-enrollment.

ETHS 100 Introduction to Ethnic Studies

ETHS 200 Theories of Race, Ethnicity and Culture

ETHS 400 Applied Research for Social Change

ETHS 499 Ethnic Studies Capstone

Cross-cultural Track (36 total credits)

This track is designed for students desiring a traditional ethnic studies major. In addition to the required core courses, the major includes three comparative courses and two ethnic specific courses.

Three of the following courses (12 credits):

ETHS 302 Immigrant Communities and the Trajectories of Othering

ETHS 303 The Politics of Racial Resistance and Protest in the United States

ETHS 304 Environmental Justice and Public Policy

ETHS 305 Major Issues in U.S. Race Relations

ETHS 306 Politics of Mixed Racial Identity

ETHS 309 Race and Public Policy

ETHS 311 Understanding Racial and Ethnic Groups in the United States

ETHS 315 Color of Incarceration

ETHS 316 Race and Religion

ETHS 318 Trauma and Traumascape: Identity, Legacy, and Memory

ETHS 324 Race, Identity, and the Internet

ETHS 326 Race and Work in American Life

ETHS 380 Special Topics in Ethnic Studies

Two courses in one of the following area studies (8 credits):

Black Studies or Other Approved Department Courses

ETHS 244 African Americans in Minnesota

ETHS 270 Global Blackness

ETHS 375 Black Life in Wealth and Poverty

HIST 311 African American History

HIST 315 The Civil Rights Movement in the 1960s

LIT 362 Black Women Writers

ETHS 342 Contemporary Issues in Black America

ETHS 370 Black Thought

LIT 361 African-American Literature

PHIL 362 African and African-American Philosophy

PSYC 328 Psychology of African Americans

American Indian/Native Studies

ETHS 231 Global Native and Indigenous Studies
ETHS 232 American Indians in Minnesota
ETHS 332 Topics in Contemporary Native North America
ETHS 334 American Indian Spirituality
ETHS 335 American Indian Nations: Law, Power, and Persistence
DKTA 100 Dakota Language and Culture
HIST 310 American Indian History
LIT 363 American Indian Literature
OJIB 100 Ojibwe Culture and Language

Asian American Studies

ETHS 262 Asian Americans in Minnesota
ETHS 361 History of Asian Americans
ETHS 363 Asian American Women: Myths and Realities

Latina/o Studies

ETHS 250 Latino/Hispanic Cultural Competency: Introductory Concepts
ETHS 252 Latinas/os in Minnesota
ETHS 352 Latina/o Cultural Politics
ETHS 354 Latina/o Gender and Sexuality

ACADEMIC PROGRAMS

Family Studies Minor

A minor in family studies can serve as a support area for students majoring in one of the social or behavioral sciences such as psychology or sociology. In addition, a minor can serve as an ideal complement for students in a professional field, such as social work, nursing, education or law enforcement.

The family studies minor has three required core courses and two elective courses. There are three designated options within the family studies minor. Contact an academic advisor or the advising office for information on these options.

Course List

Requirements (20 total credits)

Family Studies Minor Required Courses (12 credits)

Students must take HSFS 143 at the start of their matriculation into the program.

- HSFS 143 The Family: A Social/Psychological Exploration
- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSFS 339 Issues and Actions in Family Policy

Family Studies Minor Electives (8 credits)

- HSCD 301 Substance Use and the Family
- HSER 352 Family Counseling
- HSER 415 Spirituality and Helping
- HSFS 341 Work and Family
- HSFS 342 Children in U.S. Society
- HSFS 399 Selected Topics in Family Assistance
- HSG 378 Thanatology: The Study of Death and Dying
- HSVP 308 Family Violence Across the Lifespan

ACADEMIC PROGRAMS

Finance (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

Finance affects all aspects of an organization, and financial considerations play a role in almost every decision. The Finance program provides solid academic grounding in areas such as investments, financing and risk management, and prepares students for careers in corporate finance, financial institutions and personal investment services.

Finance involves application of tools and concepts from mathematics, statistics, and economics to financial decision making. Strong oral and written communication skills are also important for a successful career in this field. The Finance program is designed to not only help students gain proficiency in financial theory and application, but also enhance their quantitative, critical thinking and communication skills.

The program can be completed on campus, online or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Finance major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Requisite Footnotes

- FIN 392 is a co-requisite for FIN 511, FIN 560 and FIN 595. (To enroll in FIN 511, FIN 560 or FIN 595, a student must either first complete FIN 392, or be concurrently enrolled in FIN 392.)
- FIN 392 is a prerequisite for FIN 496

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

Students in each of the College of Management bachelor of science major programs must complete a minimum of 20 credit hours of their major requirements and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In Addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Finance Major Required Courses (8 credits)

- FIN 392 Corporate Finance
- FIN 511 Investments and Portfolio Analysis

Finance Major Elective Courses (16 credits required: any four of the following courses)

Note: plus any upper-division course approved by the finance area coordinator.

- ACCT 310 Financial Reporting
- ACCT 311 Intermediate Accounting I
- ACCT 515 Financial Statement Analysis
- ECON 420 Money, Banking and Financial Institutions
- ECON 352 Intermediate Microeconomics
- ECON 497 Economic Research and Forecasting
- FIN 496 Financial Derivatives
- FIN 550 International Finance
- FIN 560 Financial Markets and Institutions
- FIN 595 Advanced Corporate Finance
- MATH 301 Introduction to Analysis
- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling
- MATH 450 Operations Research
- RMI 300 Risk Management and Insurance

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Game Studies Minor

The Game Studies minor is a 16-credit program that gives students insight into the cultures, ethics, and writing in and around video games. This minor is for students interested in learning how the video games function as rhetorical, technical, symbolic, and interactive medium that influences much of our world. Video games have quickly become the most lucrative and influential entertainment media, as well as an enormous powerhouse in the technology industry. Gaining a deeper understanding of the complex interactions between the games industry, game designers, games themselves, and players is crucial to an understanding of how video games, and all technologies, have and will continue to impact our lives.

This program will:

- Contextualize the creation and distribution of video games and their complex cultural influences
- Focus on writing for video games, including narrative, character creation, storytelling, and dialogue
- Explore the historical and socio-cultural influence of video games and technology in society
- Offer ethical, political, social, and cultural knowledge and context for those who play, study, or make games

For further information contact:

Alex Layne
alex.layne@metrostate.edu
651-999-5948

Course List

Requirements (16 total credits)

Required (12 credits)

- MDST 381 Video Game Culture
- SCRW 383 Writing For Video Games
- MDST 363 Children, Adolescents and the Media

Electives (4 credits)

- MDST 485 Communicating with New Media

- MDST 580 Issues in Communication Technology
- GNDR 270 Gender, Race and Popular Culture
- HIST 305 U.S. Economic Life: Technology
- THEA 400 Playwriting I
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain
- HUM 313 Medieval Civilization
- HUM 321 Myth
- LIT 327 The Fairy Tale
- MDST 490 Big Data and the Connected Citizen

ACADEMIC PROGRAMS

Gender Studies Major (BA)

Gender Studies offers students an interdisciplinary examination of the role of gender across the spectrum of human experience. The program investigates how gender functions and shapes the lives and experiences of women and men, including the institutional, social, and scientific forces that create meaning around gender; the struggles and achievements of women across cultures and time; and the study of LGBT (lesbian, gay, bisexual and transgender) identity and communities.

Courses in the Gender Studies Program invite students to explore topics such as: the social construction of femininity and masculinity from both historical and contemporary perspectives; the intersections of gender with race, class, religion, nationality, age, sexual orientation, and other social categories; gender and the body; gender and sexual identity as organizing factors in social institutions and creative production; gender within international contexts; and feminist theory.

The gender studies program consists of a core set of courses taught by faculty from a variety of disciplines as well as electives from across the university. Students in the program build their understanding of gender through academic study as well as community-based learning and action. The curriculum, as a whole, enables students to develop the analytic and communication skills crucial to professional success, while at the same time deepening their understanding of the history and contemporary dynamics of gender.

Requirements

- At least half of the credits for the major must be completed at Metropolitan State University.
- Up to 12 lower division credits (100 and 200 level courses) may be applied to the major.
- Students should select electives in consultation with a program advisor.
- Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements; other transfer courses must be approved by a faculty advisor in the Gender Studies Program or its coordinator.

Course List

Requirements (120 total credits)

Gender Studies Prerequisite (2-4 credits)

One of the following is required:

- INFS 115 Information Access
- INFS 315 Searching for Information

Gender Studies Core Courses

- GNDR 201 Introduction to Gender and Women's Studies
- GNDR 345 Global Perspectives on Gender
- GNDR 365 The Cultural Politics of GLBT Sexuality
- GNDR 375 Intersectionality
- GNDR 399 Applied Concepts in Gender Studies

Gender Studies Electives (to reach 36 credits)

- ANTH 302 Gender and Culture
- BIOL 106 Biology of Women
- CJS 318 Women and Crime
- COMM 321 Gender, Sport and Communication in the U.S.
- ECON 315 Economics of Diversity
- ETHS 354 Latina/o Gender and Sexuality
- ETHS 363 Asian American Women: Myths and Realities
- GNDR 220 Introductory Topics in Gender Studies
- GNDR 300 Topics in Gender Studies
- GNDR 365 The Cultural Politics of GLBT Sexuality
- GNDR 367 Transgender Identities
- GNDR 369 GLBT Issues In Literature and Film
- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Gender in Early Modern Europe
- HIST 394 Comparative Women's History
- HIST 451 American Women's Movements
- IDST 330 Women in Math, Science and Technology
- LING 346 Language and Gender
- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film
- LIT 362 Black Women Writers
- LIT 365 Asian Women Writers
- PHIL 306 Philosophy and Sexuality
- PSYC 331 Psychology of Men
- PSYC 335 Psychology of Women
- PSYC 367 Human Sexuality
- RELS 377 Women and Religion
- SOC 325 The Body in Society

ACADEMIC PROGRAMS

Gender Studies Minor

The minor in Gender Studies allows students to study gender and sexuality while pursuing a major in another area. Students majoring in psychology, human services, law enforcement and many other disciplines who minor in gender studies gain practical and theoretical knowledge that helps prepare them for a diverse workplace.

Requirements

- At least half of the credits required for the gender studies minor must be completed at Metropolitan State including at least one core course.
- Up to 9 lower division credits (100 and 200 level courses) may be applied to the minor.
- Transfer courses may be applicable to minor requirements. The university's degree audit will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by one of the coordinators of the Gender Studies Program.

Course List

Requirements (19-20 total credits)

Core Courses (7-8 credits required)

- GNDR 201 Introduction to Gender and Women's Studies

One of the following classes is required:

- GNDR 270 Gender, Race and Popular Culture
- GNDR 345 Global Perspectives on Gender
- GNDR 365 The Cultural Politics of GLBT Sexuality

Electives (12 credits)

Note: In addition to the list below, GNDR 345 Gender Studies Internship, is also an elective.

- ANTH 302 Gender and Culture
- BIOL 106 Biology of Women
- CJS 318 Women and Crime
- COMM 321 Gender, Sport and Communication in the U.S.
- ECON 315 Economics of Diversity

- ETHS 354 Latina/o Gender and Sexuality
- ETHS 363 Asian American Women: Myths and Realities
- GNDR 220 Introductory Topics in Gender Studies
- GNDR 270 Gender, Race and Popular Culture
- GNDR 300 Topics in Gender Studies
- GNDR 345 Global Perspectives on Gender
- GNDR 365 The Cultural Politics of GLBT Sexuality
- GNDR 369 GLBT Issues In Literature and Film
- GNDR 402 Gender Studies Capstone
- GNDR 501 Theories and Methodologies in Gender Studies
- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Gender in Early Modern Europe
- HIST 394 Comparative Women's History
- HIST 451 American Women's Movements
- HSVP 307 Gender Violence in Global Perspective
- IDST 330 Women in Math, Science and Technology
- LING 346 Language and Gender
- LIT 312 Women Writers
- LIT 315 Gender in Literature and Film
- LIT 362 Black Women Writers
- PHIL 306 Philosophy and Sexuality
- PSYC 331 Psychology of Men
- PSYC 335 Psychology of Women
- PSYC 367 Human Sexuality
- RELS 377 Women and Religion
- SOC 325 The Body in Society
- WRIT 231 Writing II

ACADEMIC PROGRAMS

Global Studies (Social Science Major Track – BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from three tracks: disciplinary (anthropology, political science and sociology), global studies and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience. The learning outcomes for a social science major are to:

- Know and understand the essential concepts of social science;
- Comprehend the historical foundations and theoretical approaches of social science;
- Plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- Write analytically in a style that is informed, well-reasoned and literate;
- Recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- Understand and utilize a global perspective; and
- Develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

- At least half of the credits required for the major must be completed at Metropolitan State University.
- Students must earn a grade of C- or above in all major courses.
- Student should select lower division electives and upper division electives in consultation with an advisor.

- Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.
- Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

All social science majors must complete the following courses.

SSCI 300 Seeing Like a Social Scientist

SSCI 311 Research Methods in Social Science

SSCI 365 Social Science Internship: Leadership in Organizations and Public Life

SSCI 501 Great Ideas: Classics of Social Science

SSCI 451 Empirical Research Capstone

Global Studies (Social Science Major Track) Lower-division Electives (up to 9 credits)

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline.

Lower-division Required Course (3 credits)

GEOG 201 Introduction to Geography

Global Studies (Social Science Major Track) Survey Courses

(8 credits, select two courses from two different disciplines)

ANTH 302 Gender and Culture

ANTH 320 Anthropology in the Global Age

POL 301 Citizenship in a Global Context

POL 321 World Politics

SOC 303 Ethnic Conflict in Global Perspective

SOC 304 Social Movements in Global Perspective

Global Studies (Social Science Major Track) Upper-division Electives (to reach 40 credits)

Students may select courses from the following list:

ANTH 301 Approaches to Cultural Anthropology

ANTH 302 Gender and Culture

ANTH 304 Anthropology of Religion

ANTH 320 Anthropology in the Global Age

POL 301 Citizenship in a Global Context

POL 321 World Politics

POL 323 The Middle East and International Conflict

POL 303 Ethnic Conflict in Global Perspective

POL 304 Social Movements in Global Perspective

POL 319 Politics, Markets and Society

SOC 303 Ethnic Conflict in Global Perspective
SOC 304 Social Movements in Global Perspective
SOC 319 Politics, Markets and Society
SSCI 396T Travel and Culture Theory Seminar

ACADEMIC PROGRAMS

History Major (BA)

The study of history helps students to develop skills, such as reading comprehension, analysis, cross-cultural comparison and written argumentation that are useful in a range of careers and avocations. The practice of law, political activity, policy studies, library science and museum work are careers that commonly follow from a collegiate study of history. However, the usefulness of historical study is far greater than that of training individuals for a small number of occupations. All citizens - of this country and of the world - have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an interpretation of that past. It is always partial. It can be no other way. Still, these interpretations sometimes appear merely to tell the simple truth -- just the facts. Perhaps this illusion of objectivity is the source of history's power; perhaps this is why so many have concluded that so much is at stake in the question of who gets to write history and how. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

Declare Your Program

To be eligible for acceptance to the History major, students must submit a College of Liberal Arts Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

Transfer Credits

Students can transfer up to 16 credits to meet major requirements with courses designated as history only. Students cannot transfer courses from other disciplines, including multidisciplinary programs, to meet major requirements.

Faculty-designed Independent Studies

Any upper-division course can be offered as a faculty-designed independent study.

Internships

Students may make use of internships in their programs of study. The History Department encourages serious and disciplined history minors to participate in internships which are well designed and academically beneficial. The department will sponsor one internship per student. An internship will be counted as a 0.5 - 4 credit-hour history course (HIST 350I). For further inquiries contact the chair of the department at history@metrostate.edu. The department address is History Department, Metropolitan State University, 700 East Seventh Street, Saint Paul, Minnesota, 55106-5000. The fax number is 651-793-1446.

Course List

Prerequisites

History: Introductory Level Requirements (10 credits)

Each course may meet only one major requirement.

HIST 301, HIST 401, and HIST 490 must be taken in order and not concurrently. (HIST 301 is a prerequisite for HIST 401 and HIST 401 is a prerequisite for HIST 490.) Introductory Level Electives (2 courses, 6 credits); 100- or 200-level courses or HIST 302- 309 fulfill this requirement.

- HIST 301 Historical Interpretation

Requirements (120 total credits)

History: Upper-division Level (24 credits)

Courses numbered HIST 302 and above are considered upper-division courses;

Outside U.S. History (2 courses, 8 credits). Subject matters in this category include international or comparative history (See the list below);

Women's/Gender History (1 course, 4 credits) (See the list below);

Electives (2 courses, 8 credits) Upper-division level courses in any geographical area or field are appropriate.

- HIST 401 Topics Proseminar

History: Capstone Level (4 credits)

- HIST 490 Historian as Investigator: Historical Research

History: Transfer Credits

Students may transfer up to 16 credits to meet major requirements with courses designated as history only. Students may not transfer courses from other disciplines, including multidisciplinary programs, to meet major requirements.

- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

History: Transfer Credits

Though they are numbered above 302, if you choose, these courses can be used to fulfill the introductory level elective requirement.

- HIST 303 U.S. Economic Life: Business
- HIST 304 U.S. Economic Life: Working People
- HIST 305 U.S. Economic Life: Technology
- HIST 309 Women and Public Activism

History: Transfer Credits

Partial Listing of Upper-division Elective Courses

- HIST 310 American Indian History
- HIST 311 African American History
- HIST 312 Beginnings of American Society: Colonial and Revolutionary History
- HIST 313 The American Presidents
- HIST 315 The Civil Rights Movement in the 1960s
- HIST 320 History of Asian Americans
- HIST 327 American History at the Movies
- HIST 328 Women in Modern U.S. History
- HIST 329 Legacies: History of Women and the Family
- HIST 331 Religion and Politics in America
- HIST 333 The Greening of America: Environmental History since 1900
- HIST 334 The Great Depression of the 1930s
- HIST 336 From Roosevelt to Reagan: American History, 1932-1980
- HIST 337 American Empire: U.S. Foreign Relations Since 1898
- HIST 341 The Vietnam War
- HIST 342 The Sixties Experience
- HIST 344 From Reagan to Obama to Trump: America Since 1980
- HIST 346 Minnesota History
- HIST 348 U.S. Legal History: A Survey
- HIST 350 Europe: Creation and Conflict, 1500-1789
- HIST 351 Europe: The Global Power, 1789-Present
- HIST 354 History of the Holocaust
- HIST 355 Problems of Contemporary Europe in Historical Perspective
- HIST 357 Gender in Early Modern Europe
- HIST 361 Africa: From Ancient Times to 1800

- HIST 362 Africa: From Colonialism to Independence
- HIST 363 World Environmental History
- HIST 370 Behind the Great Wall: The Real China
- HIST 371 Understanding Modern Japan
- HIST 372 History of Japanese Popular Culture
- HIST 380 Mexico, Central America and the Caribbean
- HIST 382 Latin American History I: To 1910
- HIST 383 Latin America History II: 1910 to Present
- HIST 394 Comparative Women's History
- HIST 395 The Rise and Fall of Communism
- HIST 398 World War II: A Global History
- HIST 401 Topics Proseminar
- HIST 490 Historian as Investigator: Historical Research

History: Women's/Gender History

- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 329 Legacies: History of Women and the Family
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Gender in Early Modern Europe
- HIST 394 Comparative Women's History

ACADEMIC PROGRAMS

History Minor

The study of history helps students to develop skills, such as reading comprehension, analysis, cross-cultural comparison, and written argumentation, that are useful in a range of careers and avocations. The practice of law, political activity, policy studies, library science and museum work are careers that commonly follow from a collegiate study of history.

However, the usefulness of historical study is far greater than that of training individuals for a small number of occupations. All citizens -- of this country and of the world -- have good reason to learn history and to learn about the nature of history. In all classes, students come to see that, as both the powerful and the powerless have learned over and over, history is not a perfectly objective chronicle of the past, but rather an interpretation of that past. It is always partial. It can be no other way.

Still, these interpretations sometimes appear merely to tell the simple truth -- just the facts. Perhaps this illusion of objectivity is the source of history's power; perhaps this is why so many have concluded that so much is at stake in the question of who gets to write history and how. We are all a part of history, and in that sense, we understand ourselves only to the extent that the tellers of history allow us to do so. At the same time, historical education broadens students' knowledge and perspective, as they learn about people and places far removed from their own experiences. Thus, a goal in history classes is to empower students to develop a discerning eye on the stories about the past that are presented as the simple truth.

Requirements

Requirements (19 total credits)

Each course can meet only one major requirement.

Introductory Level (4 credits)

- HIST 301 Historical Interpretation

Introductory Level Electives (1 course, 3 credits)

- 100 or 200 level U.S. history, western civilization or world history or Metropolitan State courses: HIST 302-309

Upper-division Level: Electives (2 courses, 8 credits)

- Upper-division level courses in any geographical area and field are appropriate. (HIST 401 and 490 are not required, but students may choose to take this course in place of an upper-division course as long as prerequisites for those courses have been met.)

Upper-division Level: Women's/Gender History (1 course, 4 credits)

- One course in women's or gender history (See the list below.)

Transfer Credits

Students can transfer up to 8 credits to meet minor requirements with courses designated as history only. Students cannot transfer courses from other disciplines, including multidisciplinary programs to meet major requirements.

Faculty-designed Independent Studies

Any upper-division course can be offered as a faculty-designed independent study.

Internships

Students may make use of internships in their programs of study. The History Department encourages serious and disciplined history minors to participate in internships which are well designed and academically beneficial. The department will sponsor one internship per student. An internship will be counted as a history course (HIST 350I) between 0.5 and 4 credits. For further inquiries contact history@metrostate.edu.

History Department
Metropolitan State University
700 East Seventh Street
Saint Paul, Minnesota, 55106-5000
Fax number, 651-793-1446.

Course List

Requirements (19 total credits)

Partial Listing of Lower-division Courses

- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

Partial Listing of Courses Between HIST 302 and 309

Partial Listing of Courses Between HIST 302 and 309

- HIST 303 U.S. Economic Life: Business
- HIST 304 U.S. Economic Life: Working People
- HIST 305 U.S. Economic Life: Technology
- HIST 309 Women and Public Activism

Partial Listing of Courses Between HIST 302 and 309

- HIST 310 American Indian History
- HIST 311 African American History
- HIST 312 Beginnings of American Society: Colonial and Revolutionary History
- HIST 313 The American Presidents
- HIST 315 The Civil Rights Movement in the 1960s
- HIST 320 History of Asian Americans
- HIST 327 American History at the Movies
- HIST 328 Women in Modern U.S. History
- HIST 329 Legacies: History of Women and the Family
- HIST 331 Religion and Politics in America
- HIST 333 The Greening of America: Environmental History since 1900
- HIST 334 The Great Depression of the 1930s
- HIST 336 From Roosevelt to Reagan: American History, 1932-1980
- HIST 337 American Empire: U.S. Foreign Relations Since 1898
- HIST 341 The Vietnam War
- HIST 342 The Sixties Experience
- HIST 344 From Reagan to Obama to Trump: America Since 1980
- HIST 346 Minnesota History
- HIST 348 U.S. Legal History: A Survey
- HIST 350 Europe: Creation and Conflict, 1500-1789
- HIST 351 Europe: The Global Power, 1789-Present
- HIST 354 History of the Holocaust
- HIST 355 Problems of Contemporary Europe in Historical Perspective
- HIST 357 Gender in Early Modern Europe
- HIST 361 Africa: From Ancient Times to 1800
- HIST 362 Africa: From Colonialism to Independence
- HIST 363 World Environmental History
- HIST 370 Behind the Great Wall: The Real China
- HIST 371 Understanding Modern Japan
- HIST 372 History of Japanese Popular Culture
- HIST 380 Mexico, Central America and the Caribbean
- HIST 382 Latin American History I: To 1910
- HIST 383 Latin America History II: 1910 to Present
- HIST 394 Comparative Women's History
- HIST 395 The Rise and Fall of Communism
- HIST 398 World War II: A Global History

- HIST 401 Topics Proseminar
- HIST 490 Historian as Investigator: Historical Research

History Minor Women's/Gender History

- HIST 309 Women and Public Activism
- HIST 328 Women in Modern U.S. History
- HIST 329 Legacies: History of Women and the Family
- HIST 339 History of Sexuality: Modern Perspectives
- HIST 357 Gender in Early Modern Europe
- HIST 394 Comparative Women's History

ACADEMIC PROGRAMS

Human Resource Management (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

The human resource management (HRM) major prepares students for professional career opportunities in business, government and nonprofit organizations. Current management thought and practice emphasizes the importance of human capital in the strategic management of organizations. The HRM courses incorporate this strategic management perspective into policies and programs in functional areas of HRM including staffing, compensation, benefits, employee development, employee relations, labor relations and related areas.

Many of the HRM courses are appropriate for general managers as well as HRM professionals. In addition, courses meet the needs of both degree-seeking students and those who want to continue their education for professional development purposes.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Human Resource Management major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS). In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

At least 20 credits from among the Business Core Courses, Major Required Courses, Major Electives and Capstone must be completed at Metropolitan State. The College of

Management Residency Requirement (20 credits) Is satisfied by the Human Resource Management Major Residency Requirement. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

Human Resource Management Core Courses (24 credits)

- MGMT 310 Management Principles and Practices
- MGMT 320 Organizational Behavior
- MKTG 300 Marketing Principles
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance

Human Resource Management Required Courses (20 credits)

- HRM 310 Human Resource Management: A Strategic Framework
- HRM 520 Staffing Organizations
- HRM 530 Employee Development and Training
- HRM 540 Compensation Management
- HRM 544 Employee Benefits Management

Human Resource Management Electives (4 credits)

- ECON 313 Labor Economics
- MGMT 360 Managing a Diverse Workforce
- HRM 330 Personnel and Industrial Psychology

- PSYC 344 Personnel and Industrial Psychology
- HRM 335 Understanding and Addressing Race in the Workplace
- HRM 370 Employment Law
- HRM 380 Managing Employee Health and Safety
- HRM 550 Employee/Labor Relations
- HRM 585 International Human Resource Management

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Human Resource Management Minor

Human Resource Management (HRM) is a growing career field. Students who wish to work as HRM professionals are encouraged to major or minor in HRM. In addition, all managers and professionals in organizations benefit from an understanding of how to effectively utilize human capital. The Human Resource Management minor provides an understanding of HRM philosophy, trends, policies and practices to equip students in other majors with the necessary knowledge and skills to become effective managers and leaders in business, public and nonprofit organizations. The HRM courses include both theory and practice and focus on the achievement of organizational objectives through effective management of human resources.

This minor is designed for students with majors in diverse areas. It will be relevant to students majoring in business administration, management, marketing, accounting, finance, MIS, and international business, as well as students in law enforcement, nursing, human services administration, nonprofit administration and other related fields.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Course List

Requirements (20 total credits)

Human Resource Management Required Courses (16 credits)

- MGMT 310 Management Principles and Practices
- MGMT 320 Organizational Behavior
- HRM 310 Human Resource Management: A Strategic Framework
- HRM 370 Employment Law

Human Resource Management Electives

One of the following courses:

- HRM 520 Staffing Organizations
- HRM 530 Employee Development and Training
- HRM 540 Compensation Management
- HRM 544 Employee Benefits Management

ACADEMIC PROGRAMS

Human Services (BHS)

The Bachelor of Human Services (BHS) Human Services major gives students the freedom and latitude to tailor their degree programs to meet professional and career development needs in a targeted area of human services. It has been designed with required core human services content areas and related electives, the BHS program ensures that Metropolitan State University human services graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field.

Degree Planning/Starting Out

Students must attend a university orientation session and a human services program information meeting. This program planning information meeting presents curriculum content and provides information about what students need to complete, taking transcripted credits into consideration. Students entering the program with a large number of undergraduate credits may have more flexibility in subject matter choices.

Students should attend the university's new student orientation session before making an appointment with advisors for degree planning. Generally, degree planning is completed in HSER 355 Introduction to Human Service: History and Trends which is required for all entering human services students.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites for program admission)
- Required core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- Practica in human services organization(s)

- Minor course (if desired); and
- Other electives

Concentrations

Students acquire a more specialized professional education because the degree program incorporates concentration areas, which emphasize specific areas of service in the following areas:

- Human Services Leadership and Administration
- Corrections
- Disability Studies
- Family Studies
- Aging Studies/Gerontology
- Training and Adult Development
- Violence Prevention and Intervention

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services (BS)

The Bachelor of Science (BS), Human Services major (53 credits) is for students interested in careers as helping professionals, broadly trained to provide direct service, advocacy, and coordination of services.

The following curriculum leads to the human services major. Students pursuing the human services major must demonstrate competence or complete at least one four-credit course in each of the following required core competence areas.

Declare Your Program

To be eligible for acceptance to the Human Services BS major, students must submit a College of Health, Community and Professional Services Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Governmental Relations and Public Policies

Select one course from this area:

- HSDS 305 Disability Rights: History and Current Trends

- HSFS 339 Issues and Actions in Family Policy
- HSG 380 Aging: Planning and Policy Making
- HSG 384 Civic Engagement in Later Life
- HSVP 300 Violence: Origins and Explanations
- HSVP 301 Violence: Individual, Community and Global Responses
- HSVP 307 Gender Violence in Global Perspective

Substance Use

Select one course from this area:

- HSCD 300 Introduction to Substance Use Disorders
- HSCD 301 Substance Use and the Family
- HSCD 306 Prevention of Substance Use Problems
- HSCD 308 Adolescent Substance Use Disorders

Human Growth and Social Development

Select one course from this area:

- HSDS 304 Introduction to Disabilities
- HSCO 321 Juvenile Offending Prevention and Intervention
- HSER 303 Disability Awareness
- HSER 350 Issues in Adolescent Counseling
- HSER 415 Spirituality and Helping
- HSG 374 Aging in America: A Personal Challenge
- HSTD 397 Career Pathing
- HSG 376 Mental Health and Aging

Research and Evaluation

Select one course from this area:

- HSA 369 Program Evaluation
- HSER 368 Understanding and Using Research for the Practitioner

Family Dynamics

Select one course from this area:

- HSER 352 Family Counseling
- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSFS 143 The Family: A Social/Psychological Exploration
- HSVP 308 Family Violence Across the Lifespan

Group and Community Dynamics

Select one course from this area:

- HSER 325 Working with/in Community
- HSER 348 Group Counseling

- HSTD 389 Organizational Development and Change
- HSTD 390 Conflict Resolution

Program Planning and Management

Select one course from this area:

- HSA 362 Human Services Administration
- HSA 363 Program Planning, Budgeting, and Proposal Writing
- HSA 366 Technology Application in Human Services
- HSA 370 Supervision in Human Services
- HSTD 393 Training Design and Instruction
- HSTD 394 Staff Training and Adult Development

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Administration Minor

Program Overview

The human services administration minor requires 20 credits with two main components:

- Students with extensive experience in administration and supervision may receive credits through the assessment of prior learning process or take an additional elective course; and
- Two courses can be selected from a series of courses that are in human services and related program areas.

Course List

Requirements (20 total credits)

Human Services Administration Core Courses (12 credits)

Three courses are required to acquaint students with the theoretical underpinnings of supervision and administration.

- HSA 362 Human Services Administration
- HSA 369 Program Evaluation
- HSA 370 Supervision in Human Services

Human Services Administration Elective Courses (8 credits from the following)

- HSA 362 Human Services Administration
- HSER 354 Ethical Issues in Human Services
- HSER 357 Behavior Modification
- HSTD 389 Organizational Development and Change
- HSTD 390 Conflict Resolution
- HSTD 393 Training Design and Instruction
- HSTD 394 Staff Training and Adult Development
- HSTD 397 Career Pathing
- HSTD 498 Human Services Organization Consulting Approaches and Techniques
- PSYC 314 Group Dynamics and Facilitation

ACADEMIC PROGRAMS

Human Services Aging Studies/Gerontology (BHS)

Metropolitan State has responded to the need for education in the field of gerontology (49 credits) with a concentration to address the social, psychological and physical aspects of aging. Students interested in gerontology as a career should also take courses in sociology, psychology, counseling, group work and grant writing, and complete an internship to gain practical experience. Other related areas are human resource development and the social sciences.

Interpersonal sensitivity-knowing one's value system and cultural and sexual identity and how they affect interactions with people of different cultures, gender, lifestyles and age levels-is necessary for students selecting gerontology as a vocational area.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and
- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Corrections (BHS)

The Bachelors of Science in Corrections is a fifty-three (53) credit concentration appropriate for students who want to work in institutional and community-based corrections. The concentration is interdisciplinary consisting of courses designed to provide a conceptual and practical understanding of the correctional community. Corrections as a profession is redefining who they are.

The concentration will provide the knowledge and experience to directly provide social services for adult and juvenile offenders in community and institutional correctional settings. The courses offered in the concentration emphasize risk/needs assessments, case management, and counseling skills, focusing on therapeutic modalities and intervention strategies based on best practice for corrections.

Students concerned about the correctional system, social justice issues, oppression, and racism, may explore these areas of concern through the concentration and complimentary disciplines. Based on the interdisciplinary focus of the corrections concentration and the 160-hour practicum, students will be prepared for a variety of career tracks in the field of corrections.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and

- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Disability Studies (BHS)

This concentration (49 credits) provides a comprehensive background of issues relevant to persons with disabilities throughout the life span. In addition, the Disability Studies curriculum is constructed to address policy issues which impact persons with disabilities. The BHS-DS concentration embraces the philosophy of the Disability Rights Movement that focuses on self-determination, civil rights, and culture.

The field of disability studies is relatively new and is an outgrowth of civil rights for persons with disabilities that led to the Americans with Disabilities Act of 1990. Disability Studies embraces similar philosophies as Women's Studies, African American Studies, as well as ethnic and GLBT programs. Disability Studies represents a focus on empowerment, self-determination, and independence.

The disability studies concentration courses are currently offered online.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and
- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)**Required Courses (20 credits)**

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Family Studies (BHS)

The human services family studies concentration (49 credits) is designed to expose and engage students in a variety of topics related to family function, family structure and family dynamics. Family studies is a multidisciplinary area. It is informed by sociological, historical, anthropological, psychological and other emerging perspectives. Students learn that families are shaped by and adapt to a range of economic, political, cultural and psychological factors. A human services major with a focus in family studies appeals to those students considering working with families as their primary client group in either the public or private human service arena. The primary concern of the program is the social health of all families as well as interventions and policies for serving families.

The family studies course work is also available for those students who want to understand and contextualize their own family experience.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and
- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)**Required Courses (20 credits)**

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Leadership and Administration (BHS)

The Human Services Administration concentration (53 credits) focuses on preparation for various administrative positions in a range of public and private nonprofit human service organizations. This area provides knowledge and skills for people who are, or intend to be, involved in planning, organizing, monitoring, evaluating, or coordinating social service programs or agencies. The core of any administration curriculum includes basic knowledge in the areas of accounting/budgeting, communication, computer applications, public relations/marketing, supervision and personnel administration. General courses in these areas can be found under accounting, information and computer sciences, management, marketing management and communications, writing, speech communication and human resource management.

The human services administration curriculum also includes basic knowledge in areas unique to nonprofits, such as organizational management, volunteer management, program management, fund-raising, legal issues and governance. This program area contains courses and independent studies specifically applicable to administration in human services organizations.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and
- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Training and Development (BHS)

The training and adult development concentration (49 credits) focuses on preparing individuals to assess employees' training needs, plan and coordinate training activities, and evaluate the effectiveness of training programs and activities within public and private organizations. The training and adult development major increases one's ability to work in any type of organization. The major is especially useful for a variety of fields, including corrections, human resources, law enforcement, general human services, nursing, psychology, social work and communications. Any student may take training and adult development courses without completing the entire major.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Requirements

The degree programs consist of a minimum of 120 credits with at least 48 credits in human services, of which 40 credits must be upper division Metropolitan State University course work or competency demonstration. The degree programs have the following components:

- General education and liberal studies (including general psychology and introduction to sociology as prerequisites before or as you begin your major program coursework)
- A background check
- Required human services core courses (20 credits)
- Other required human services coursework, depending upon the concentration
- A practicum in human services organization(s)
- Minor program courses (if desired); and
- Other electives

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)**Required Courses (20 credits)**

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Human Services Violence Prevention (BHS)

The Human Services Violence Prevention (HSVP) concentration (53 credits) is a multidisciplinary curriculum focusing on violence prevention and intervention. Because the prevention of violence requires efforts across so many disciplines, the HSVP concentration draws on a number of fields to prepare students to work in a broad range of human services. The HSVP concentration increases students' competence in a variety of fields including general human services, public health, corrections & criminal justice, public policy, sociology, psychology, social work and gender studies. These disciplines work together to promote effective prevention of and intervention in violence at the individual, family, and community levels. Students who are HSVP majors study not only the theories and dynamics of interpersonal violence, but various approaches to responding to and preventing violence as well.

Declare Your Program

To be eligible for acceptance to the Human Services BHS major, students must submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form. Consult with an advisor before submitting declaration form or enrolling in courses toward the major.

Course List

Prerequisites

In addition to the human services major requirements, students must complete the university's General education and liberal studies requirements.

- PSYC 100 General Psychology
- SOC 101 Introduction to Sociology

Requirements (120 total credits)

Required Courses (20 credits)

- HSER 355 Introduction to Human Services: History and Trends
- HSER 353 Social Casework Methods
- HSER 346 Counseling and Interviewing Skills
- HSER 395 Intersection of Race and Diversity in Human Services
- HSER 455 Human Services Capstone Seminar

Practica (5 credits)

Experiential (practica) learning opportunities are an essential component of the human services degree program. Thus, every student is required to complete a practicum experience.

- HSER 320 Human Services Pre-Practicum Group Seminar
- HSER 331 Human Services Group Practicum and Seminar

ACADEMIC PROGRAMS

Humanities Minor

The humanities minor explores connections among the literature, art, architecture, philosophy, music, and popular culture of a given era or topic. The program supports majors in many disciplines by honing critical thinking skills and providing educational breadth or opportunities for personal enrichment.

Requirements

At least half of the 20 credits must be earned at Metropolitan State. With advisor approval, up to 10 transfer credits may be applied to the minor requirements.

Up to 4 semester credits at the 200-level may be applied to the minor requirements.

Course List

Requirements (20 total credits)

Humanities Minor Requirements (20 total credits)

- HUM 310 The First Civilizations
- HUM 311 The Classical World: Greece
- HUM 312 The Classical World: Rome
- HUM 313 Medieval Civilization
- HUM 314 The Renaissance
- HUM 315 The Enlightenment
- HUM 316 Romanticism
- HUM 317 Modernism
- HUM 318 Postmodernism
- HUM 321 Myth
- HUM 326 Folklore
- HUM 327 Convivencia: Jewish, Christian, and Islamic Arts in Medieval Spain
- HUM 333 The Photo and the Other
- HUM 364 The Harlem Renaissance
- HUM 390 Special Topics in Humanities

ACADEMIC PROGRAMS

Individualized Studies (BA)

The Individualized Studies Bachelor of Arts degree reflects the original mission of Metropolitan State University-to give students primary authority over and responsibility for their educations. With guidance from faculty in the entry course PRSP 301 Perspectives: Educational Philosophy & Planning, students design their own course of study towards the completion of the Bachelor of Arts. Students design their own "focus," which is often interdisciplinary, and typically involves subject areas from across the entire knowledge tradition. In addition to traditional classroom learning, students also use a variety of learning *strategies* such as student-directed learning (credit for prior learning or independent study) theory seminars, and internships. Examples of programs students have designed include: combining subjects from two different colleges such as political science and business administration, or focusing on broad general themes through the perspective of a variety of subject areas, such as the environmental movement, international development and Third World tourism, or community development. Students are assigned academic advisors who assist them in their progress toward completion of the degree. For more information, contact individualized.studies@metrostate.edu or 651-793-1783.

Declare Your Major

To be eligible for acceptance to the Individualized Studies program, students must submit a College of Individualized Studies Undergraduate Program Declaration Form. This form is normally submitted while taking PRSP 301, Perspectives: Educational Philosophy and Planning, but can be done prior to taking the course.

Students are classified as Pre-Individualized Studies majors until they complete PRSP 301 and develop an approved degree plan.

Requirements

Overlap

Requirements can overlap, for example, the 20 College of Individualized Studies residency requirements also meet the university residency requirements and courses in the focus area might also meet Liberal Studies Requirements.

Focus

In PRSP 301 Perspectives: Educational Philosophy and Planning, students design individualized focus areas that address their educational goals. The focus can include transferred credits, including up to 80 technical college transfer credits, and MTC

classes. The College encourages students to design their degree programs within a broad framework that embraces these competence areas: communication, math/science & the natural world, vocation, avocation, humanities, community (including global citizenship and multicultural perspectives), and lifelong learning.

Creative Learning Strategies

You may choose to use a variety of learning strategies to complete your Individualized BA, including student-directed learning and assessment of your prior learning for credit. Find out more about Prior Learning Assessment (PLA), Theory Seminars and Student-Designed Independent Study (SDIS) under Creative Learning Strategies.

Course options include in-person courses, accelerated courses, online and blended online/in-class courses, and Faculty-Designed Independent Studies (FDIS). The individualized BA is available as a degree-at-a-distance, which can incorporate a variety of learning strategies including online courses, FDIS and some of the Creative Learning Strategies described above.

Course List

Requirements (120 total credits)

Individualized Studies Required Courses (20 credits)

College of Individualized Studies residency requirement (20 credits), including the following two CIS Courses.

An individualized focus (32 credits minimum which may include transfer credits). Students earning an Individualized Studies degree must also complete the following:

- PRSP 301 Perspectives: Educational Philosophy and Planning
- PRSP 499 Capstone

Individualized Studies Courses and Workshops

We also offer a variety of interdisciplinary courses and workshops for all students, especially those who want to use learning gained via experience toward college credit, or want to include interdisciplinary studies in their degree programs.

- METR 100 Getting Credit for What You Know
- METR 101 Your Academic Journey
- PRSP 002 College of Individualized Studies Degree Plan Updating Workshop
- PRSP 302T Self-Directed Learning Theory Seminar
- PRSP 310 Interdisciplinary Conversations
- IDST 310 Principles of Civic Engagement
- IDST 321 Human Rights and the Educated Citizen
- IDST 330 Women in Math, Science and Technology

- IDST 343 Perspectives on Community Development
- IDST 370 Cinema, Self and Other
- IDST 385 Turning Points: Self-Transformation
- IDST 401 Interdisciplinary Topics in Educational Perspectives

ACADEMIC PROGRAMS

Industrial and Organizational Psychology Minor

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

Requirements

The industrial and organizational psychology minor is designed for students who are interested in the application of psychology in an organizational setting. The minor involves that application of the methods, facts and principles of psychology to people at work. This minor may be of particular interest to students in human resource management or human services administration and to students who are working or aspire to work in public or private organizational settings.

Course List

Requirements (20 total credits)

Industrial and Organizational Psychology Minor Required Courses (8 credits)

- PSYC 100 General Psychology

One of the following classes is required:

- PSYC 344 Personnel and Industrial Psychology
- HRM 330 Personnel and Industrial Psychology

Industrial and Organizational Psychology Minor Electives - Guided (4 credits)

- PSYC 317 Human Factors
- PSYC 327 Psychological Testing
- PSYC 303 Artificial Intelligence
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences
- STAT 201 Statistics I

Industrial and Organizational Psychology Minor Electives - Additional (8 credits)

- PSYC 314 Group Dynamics and Facilitation
- PSYC 323 The Nature of Creativity: A Psychological Perspective

- HSTD 394 Staff Training and Adult Development
- PSYC 319 The Impact of Technology on Human and Organizational Behavior
- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 107 Career Planning and Development
- HSTD 389 Organizational Development and Change
- PSYC 360 Friday Forum Topics

ACADEMIC PROGRAMS

Industrial Management (BAS)

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore this BAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of the Industrial Management program is to educate and to train prospective and current employees from entry-level to managerial and leadership positions in order to build their abilities to contribute to the prosperity and well-being of their industries. Students completing this program are prepared to work as managers and leaders in operations environment of an industry. More specifically, they will be trained in project planning and design, modern concepts in operations management, product development, quality control, purchasing management, materials management, logistics and supply chain management.

Declare Your Program

To be eligible for acceptance to the Industrial Management major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- The approved AAS degree specified in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- COM Foundation Courses with a grade of C-, S or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and required courses. One approved internship for a maximum of 4 credits is possible to substitute for DSci 440, OR DSci 450, OR Mktg 455 depending on its nature, in consultation with relevant faculty. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Industrial Management Required Courses (16 credits)

- DSCI 420 Project Management
- DSCI 440 Supply Chain Planning and Control
- MKTG 455 Logistics in Supply Chain

Industrial Management Capstone

- DSCI 450 Supply Chain and Operations Management Strategy

ACADEMIC PROGRAMS

Information Assurance (IA) and Technology (IT) Security (GCERT)

The Information Assurance (IA) and Technology (IT) Security Graduate Certificate program is designed to meet the fast-moving needs of security professionals from a managerial perspective, addressing national standards for this area. Several high profile data breaches highlight how information technologies that enable us to share information across town, across the country, or around the world faster are vulnerable. The need for organizations to manage the security needed to make these technologies safe and useful is crucial.

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 this Graduate Certificate Program through the College of Management. Metropolitan State University has been designated as a Center of Excellence in Information Assurance and Cyber Security by the National Security agency (NSA).

Program Outcomes

This program:

- exams the role management plays in creating an infrastructure that enables data security
- exams the issues for organizations in developing policies and procedures to protect information, detect unauthorized access and respond to threats
- provides students and organizations with education, information, and training which focuses on how to identify and 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

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, with approval of the Coordinator.)

Gainful Employment Disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

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. 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 Director, you may register for "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 the 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 only upon the approval of the Graduate Programs Director in consultation with discipline coordinators.

Course List

Requirements (20 total credits)

- MIS 600 Management Information Systems
- MIS 683 Process Analysis and Design
- MIS 675 Risk Analysis in Information Technology
- MIS 680 Introduction to Information Assurance
- MIS 681 Enterprise Security Management
- MIS 682 Analysis of Strategic and Tactical Security IT Planning

ACADEMIC PROGRAMS

International Business (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

The international business program responds to the increasing interactions of American companies with worldwide marketing, purchasing, financial dealings and other business activities. Larger U.S. companies have historically had a presence or strategic relationship in other countries, and this is becoming increasingly true of small and medium-sized companies. Also, many types of intermediaries have emerged to find markets and/or suppliers around the world for U.S. companies of all sizes and in almost every industry.

Virtually every business organization should at least explore the possibilities of developing relationships with companies in other countries, either directly or through intermediaries. The global economy is too interdependent and too competitive for any domestic business to ignore the international marketing, sourcing and investing possibilities.

The international business program offers three required courses that help students understand the different political, economic and legal environments that affect the ways in which business is conducted in other countries. Building on these foundation courses are more specialized courses focusing on marketing, sourcing and investment opportunities in overseas business. Finally, there is the practically-oriented "Doing Business Internationally" Capstone course that applies what has been learned in core and elective courses to selected nations or world regions in the design of strategies for the achievement of business objectives.

For the highly focused individual, independent studies may be designed and internships may be made available.

Declare Your Program

To be eligible for acceptance to the International Business major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

The international business program consists of six parts:

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet general education and liberal studies requirements. View General Education and Liberal Studies (GELS) for Metropolitan State University.

Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

Students in each of the College of Management bachelor of science major programs must complete a minimum of 20 credit hours of their major requirements and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

International Business Core Courses (12 credits)

- IBUS 311 International Business Environment and Operations
- IBUS 312 International Political Economy
- IBUS 350 Legal Aspects of International Business

International Business Electives (8 credits)

- ECON 314 International and Comparative Economics
- MKTG 480 International Marketing
- FIN 550 International Finance
- HRM 585 International Human Resource Management

International Business Capstone Courses (8 credits)

Prerequisites for IBUS 490: IBUS 311, IBUS 312, IBUS 350

- IBUS 490 Doing Business Internationally
- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

International Business Minor

This minor is highly suitable for students with majors in languages, liberal arts, and business and management fields who are interested in broadening their career opportunities. The program offers a solid background in the ways in which firms operate in the global economy. The courses taken will provide the basic knowledge and skills needed by managers in companies doing business internationally, and will enhance students' employment prospects with such companies by providing a structured program in International Business theory and practice.

Students who take this minor will be able to increase their knowledge of the global economy, and open up additional career prospects, by:

- Understanding the theoretical principles and day-to-day practices of international business, and their implications for a firm's various domestic functions
- Understanding the political, technological, market and other competitive drivers that are pushing international firms to globalize their operations
- Understanding the U.S. position in world trade and the impact of international political and economic events on the country
- Recognizing the different management issues associated with a company's stage of development in its international market entry planning, evaluating international business management practices, and designing effective global business strategies
- Knowing the principles and processes of international business well enough to explore concepts of gender, ethnicity, ethics, and religion, and their relationships to intercultural business transactions
- Understanding the career tracks and opportunities in the industry

Course List

Prerequisites

Prerequisite for non-College of Management Major Track: Students seeking a minor in International Business, but not pursuing a major in the College of Management, will take the following prerequisite course:

Prerequisites for College of Management Major Track: Students seeking a minor in International Business, and a major in the College of Management, must complete the following prerequisites before taking courses in the International Business minor: MATH 115 or equivalent, ECON 201 or equivalent, and Intermediate Writing.

- ENTR 300 Interdisciplinary Business Skills and Knowledge for Non-Business Majors

Requirements (20 total credits)**International Business Core Courses (12 credits)**

All Students seeking a minor in International Business will take the following courses:

- IBUS 311 International Business Environment and Operations
- IBUS 312 International Political Economy
- IBUS 350 Legal Aspects of International Business

International Business Electives (4 credits)

- ECON 314 International and Comparative Economics
- MKTG 480 International Marketing

International Business Capstone (4 credits)

- IBUS 490 Doing Business Internationally

ACADEMIC PROGRAMS

International Commerce (BAS)

This BAS program is designed to build on specific, related, AAS programs offered primarily by technical colleges. Therefore, this AAS is only available to students who have completed specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of this program is to prepare you to work in an international commerce environment of a manufacturing or services company. More specifically, you will be educated in the theoretical principles and day-to-day practices of international commerce, the implications of globalization for a firm's domestic operations, the U.S. position in the global economy, international market entry planning, international product development, international business management practices, global business strategies, intercultural business transaction management, and career tracks and opportunities in the industry.

International commerce is a significant and growing 'sector' of Minnesota's economy, with exports of goods, services and raw materials to other countries contributing about \$16 billion to the Gross State Product (GSP) and imports contributing about \$21 billion in 2010. The average annual growth rate of international imports and exports in Minnesota has been between 5 and 10 percent for the last decade--about double the GSP rate--and each \$1 billion in international commerce means more than 15,000 jobs.

Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

Declare Your Program

To be eligible for acceptance to the International Commerce major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- The approved AAS degree specified in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- COM Foundation Courses with a grade of C-, S or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

International Commerce Business Core Courses (20 credits)

- MKTG 300 Marketing Principles
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- FIN 390 Principles of Finance
- DSCI 434 Introduction to Operations Management

International Commerce Core Courses (8 credits)

- IBUS 312 International Political Economy
- IBUS 350 Legal Aspects of International Business

International Commerce Elective Courses (4 credits)

- ECON 314 International and Comparative Economics
- MKTG 480 International Marketing

International Commerce Capstone (4 credits)

- IBUS 490 Doing Business Internationally

ACADEMIC PROGRAMS

Law Enforcement (BS)

Grounded in the liberal arts and sciences, the law enforcement degree programs help individuals develop the knowledge and perspectives for law enforcement careers. A baccalaureate degree is the minimum educational requirement for some state and most federal law enforcement positions, as well as many other interesting positions within the criminal justice system.

To earn a bachelor of science (BS) in law enforcement, students must complete the minimum bachelor's degree requirements (120 credits), including general education, liberal studies and law enforcement coursework. There are three tracks in the Law Enforcement major:

- Track 1 is designed for students interested in becoming licensed peace officers in Minnesota.
- Track 2 is currently under review in preparation for the MN State Transfer Pathway programs. Major declaration for track 2 is currently not available.
- Track 3 is designed for current Minnesota peace officers who want to complete the BS degree with a major in Law Enforcement.

Minnesota peace officers may complete major requirements on campus or in the online Law Enforcement Major Completion Program.

Declare Your Program

To be eligible for acceptance to the Law Enforcement major, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- 30 credits
- GELS/MNTC writing requirements
- Cumulative Metropolitan State GPA of 2.25
- SLC Pre-major Advising Workshop (PAW)

All law enforcement pre-majors should work closely with an advisor from the School of Law Enforcement and Criminal Justice (SLC).

Requirements

Credit and Residency Requirements

All Metropolitan State University students must complete at least 30 credits in residency at Metropolitan State. All law enforcement students must complete 24 major credits at Metropolitan State University which can be applied toward the 30 credit university residency requirement. All major courses must be completed with a grade of C- or higher.

Track 1: Minnesota Peace Officer Licensure Track (62 semester credits)

This major track helps individuals develop the knowledge, perspectives and skills for successful law enforcement careers in Minnesota city, county and state law enforcement agencies. Students who successfully complete either the BS or the Law Enforcement Licensing Certificate program are eligible to take the Minnesota Peace Officer Standards and Training (POST) Board licensing examination, required for entry into the law enforcement profession in Minnesota.

Minnesota Peace Officer Licensure Requirements

Applicants interested in a career in Minnesota law enforcement must review the website for the Minnesota Board of Peace Officer Standards and Training (<https://dps.mn.gov/entity/post/Pages/default.aspx>) to obtain the most current information regarding requirements and minimum selection standards for licensure eligibility.

Note: Emergency Medical Responder is required to be eligible to take the POST exam and must be approved by the Minnesota Emergency Medical Services Regulatory Board (EMSRB).

Law Enforcement Skills Practicum

Admission into the Skills Practicum is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program. The Skills Practicum is only offered in the summer.

CJS 101 and CJS 201 are prerequisites for most core CJS and LAWE courses as noted in the course description.

^ Must be completed at a Minnesota POST certified college or university prior to Skills Practicum.

+ CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 489 and CJS 490.

= Either 489 or CJS 490 should be completed during the student's last semester.

Track 2: Law Enforcement Major - Non-Licensure Track

This major track is currently not available for major declaration. Track 2 is currently under revision in preparation for the launching of the MN State Transfer Pathways. In

the near future, Track 2 will serve as a major option for students who have completed their associate degree in law enforcement and are ready to earn the Bachelor of Science with a major in Law Enforcement.

Track 3: Law Enforcement Major for Minnesota Licensed Peace Officers

This track allows licensed peace officers to pursue the law enforcement major (BS) as an on-campus or online student.

Minnesota peace officers have an opportunity to complete major requirements and earn a bachelor's degree through an online cohort program called the Law Enforcement Major Completion Program. Eligible students apply to the cohort which offers two major courses per semester over four semesters.

Track 3 Law Enforcement major degree requirements include major directed electives. Metropolitan State supports alternative learning strategies including prior learning. Following admission and major declaration, students may request a review of their continuing education records for prior learning consideration.

Courses required for your specific program are listed in the right hand column on this page. They include prerequisite, foundation, core, and elective courses. Contact your advisor with questions concerning your degree plan.

All Metropolitan State University students must complete at least 30 credits in residency at Metropolitan State. All law enforcement students must complete 24 major credits at Metropolitan State University which can be applied toward the 30 credit university residency requirement.

Course List

Requirements (62 total credits)

Track1: Required Courses (54 credits)

^LAW 210, LAW 210L*, LAW 220, LAW 280, LAW 301, LAW 301L*, LAW 321 LAW 321L*, and CJS 375, must be completed at a Minnesota POST certified college or university prior to Skills Practicum.

* LAW210L, LAW301L, and LAW 321L are Skills based lab courses that are embedded into some of the POST required courses. They must be taken as a co-requisite with the corresponding course number (for example, LAW 210L must be taken the same semester as LAW 210). The lab courses are charged at Skills tuition rate (see Tuition and Fees)

+ CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 489 and CJS 490.

= CJS 489 or CJS 490 should be completed during the student's last semester.

! CJS 101 is the prerequisite for most major classes. CJS 201 is the prerequisite for

most upper division required law enforcement and criminal justice classes.

Required Law Enforcement Skills Practicum (6 credits)

Admission into Skills is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program.

Skills practicum is only offered in the summer.

- CJS 101 Introduction to Criminal Justice
- CJS 201 Foundations in Criminal Justice
- LAWE 210 Procedural Studies in Law Enforcement
- LAWE 210L Procedural Studies in Law Enforcement Lab
- LAWE 220 Legal Studies in Law Enforcement
- LAWE 280 Juvenile Justice
- CJS 301 Research Methods in Criminal Justice
- LAWE 301 Policing in the 21st Century
- LAWE 301L Policing in the 21st Century Lab
- CJS 320 Criminology and Public Policy
- LAWE 321 Law and Human Behavior
- LAWE 321L Law and Human Behavior Lab Component
- CJS 360 Diversity in Criminal Justice
- CJS 375 Ethics and Professionalism in Criminal Justice

One of the following classes is required:

- CJS 350 Citizenship: Community Involvement
- CJS 354 Restorative Justice

One of the following classes is required:

- CJS 489 Criminal Justice Capstone Internship
- CJS 490 Criminal Justice Capstone Research

Electives (8 credits)

Courses with an LAWE/CJS prefix that are not part of the major required classes can be taken as an elective (ALL 8 directed elective credits must be upper-division)

Skills Required

Admission into Skills is by application only. The application process is available fall semester prior to the student's final summer term. Prior to applying, students must work closely with their advisor to prepare for the Skills component of the degree program. Skills practicum is only offered in the summer.

Program note: LAWE 050 Emergency Vehicle Operations Course (EVOC) is an additional Skills Practicum course.

- LAWE 224 Crimes in Progress

- LAWE 227 Traffic and Investigations
- LAWE 228 Defensive Tactics
- LAWE 229 Firearms

Track 2: Law Enforcement Major Non-Licensure Track

This major track is currently not available for major declaration. Track 2 is currently under revision in preparation for the launching of the MN State Transfer Pathways. In the near future, Track 2 will serve as a major option for students who have completed their associate degree in law enforcement and are ready to earn the Bachelor of Science with a major in Law Enforcement.

Track 3: Online Cohort Program - Law Enforcement Major for Minnesota Licensed Peace Officers

Minnesota peace officers have an opportunity to earn a bachelor's degree through an online cohort program called the Law Enforcement Major Completion Program. Eligible students apply to the cohort which offers two major courses per semester over four semesters.

- CJS 201 Foundations in Criminal Justice
- CJS 301 Research Methods in Criminal Justice
- CJS 320 Criminology and Public Policy
- CJS 360 Diversity in Criminal Justice
- CJS 375 Ethics and Professionalism in Criminal Justice
- LAWE 431 Police Culture
- LAWE 445 Law Enforcement Leadership: Contemporary Issues
- CJS 490 Criminal Justice Capstone Research

Electives: Directed Electives (19-22 credits minimum)**Track 3: On-campus Program - Law Enforcement Major for Minnesota Licensed Peace Officers**

Minnesota peace officers have an opportunity to earn a bachelor's degree through an on-campus program. Students pursue degree requirements at their own pace.

- CJS 201 Foundations in Criminal Justice
- CJS 301 Research Methods in Criminal Justice
- CJS 320 Criminology and Public Policy
- LAWE 330 Policing and Society
- CJS 360 Diversity in Criminal Justice
- CJS 375 Ethics and Professionalism in Criminal Justice
- CJS 490 Criminal Justice Capstone Research

Electives: Directed Electives (19-22 credits minimum)

ACADEMIC PROGRAMS

Law Enforcement Licensing (UCERT)

The Minnesota Peace Officer Licensing Certificate Program (certificate program) is geared toward working adults with a variety of academic, work and life experiences with a desire to pursue a law enforcement career in Minnesota at the local, county or state level. It meets all the learning objectives required by the Minnesota Board of Peace Officer Standards and Training (POST Board) through a blend of academic, practical and skills-based training. The program can be completed in one academic year provided the designated pathway and timeline are followed. One of the requirements for acceptance into the certificate program is having already earned a bachelor's degree in any discipline from a regionally accredited college or university.

Gainful Employment Disclosure

Gainful employment programs are those "that prepare students for gainful employment in a recognized occupation." Public institutions are required to report this information for all undergraduate and graduate programs that are Title IV eligible and that lead to certificates, diplomas, graduate certificates or specialist awards. Degree programs at all levels are not considered to be gainful employment programs.

Declare Your Program

To be eligible for acceptance to the Law Enforcement Licensing Certificate program, students must submit an application to the School of Law Enforcement and Criminal Justice before applying for admission to the university. The following must be completed:

- Bachelor's degree (or higher) in any discipline from a regionally accredited college/university

Requirements

The certificate program meets all Minnesota Peace Officer Standards and Training (POST) learning objectives.

Students interested in becoming a licensed peace officer in Minnesota should be aware of the following minimum selection standards established by the POST Board. An applicant must:

- be a citizen of the United States;
- possess a valid Minnesota driver's license;
- complete a comprehensive written application;

- never have been convicted of a felony, assault, theft or other convictions as identified by the POST Board Minimum Selection Standards for Licensure;
- submit to a thorough background investigation;
- be fingerprinted for a background check;
- undergo an evaluation by a licensed psychologist;
- pass job-related physical strength and agility exams;
- successfully complete an oral exam demonstrating communication skills;
- the applicant must not be required to register as a predatory offender; and
- be license-eligible by completing an associate or bachelor's degree and passing the POST licensing exam.

Detailed, current information regarding the POST minimum selection standards is available on the POST Board website and through the SLC Advising Center.

Note: Emergency Medical Responder is required for the POST exam and must be approved by the Minnesota Emergency Medical Services Regulatory Board (EMSRB).

Course List

Prerequisites

(6 credits)

Program note: LAWE 280 must be completed at a Minnesota POST-certified college or university

- CJS 101 Introduction to Criminal Justice
- LAWE 280 Juvenile Justice

Requirements (31 total credits)

Theory and Lab Courses (19 credits)

- LAWE 220 Legal Studies in Law Enforcement
- LAWE 210 Procedural Studies in Law Enforcement
- LAWE 210L Procedural Studies in Law Enforcement Lab
- LAWE 301 Policing in the 21st Century
- LAWE 301L Policing in the 21st Century Lab
- CJS 375 Ethics and Professionalism in Criminal Justice
- LAWE 321 Law and Human Behavior
- LAWE 321L Law and Human Behavior Lab Component

Skills Practicum Courses (6 credits)

Program note: LAWE 050 Emergency Vehicle Operations Course (EVOC) is an additional Skills Practicum course.

- LAWE 224 Crimes in Progress
- LAWE 227 Traffic and Investigations
- LAWE 228 Defensive Tactics
- LAWE 229 Firearms

ACADEMIC PROGRAMS

Law Enforcement Major for Minnesota Licensed Peace Officers (Online Cohort Program)

The Law Enforcement Major for Minnesota Licensed Peace Officers is designed for those who wish to earn a bachelor's degree and enhance their knowledge, skills and potential for professional advancement. The Law Enforcement Major may be completed on campus or online.

Declare Your Program

To be eligible for acceptance to the Law Enforcement Major for Minnesota Licensed Peace Officers program, students must submit a School of Law Enforcement and Criminal Justice Undergraduate Program Declaration Form when the following is completed:

- Licensed peace officer (active or inactive) with an associate degree earned from an accredited college or university
- 30 credits, including two writing courses, with a minimum GPA of 2.25
- Admission to Metropolitan State University
- SLC Pre-major Advising Workshop (PAW) for on-campus students, or an evening program orientation for online students

Requirements

All Metropolitan State University students must complete at least 30 credits in residency at Metropolitan State. All law enforcement students must complete 24 major credits at Metropolitan State University which can be applied toward the 30-credit university residency requirement. Students must complete at least 40 upper division credits and 120 credits total in order to graduate. All major courses must be completed with a grade of C- or higher.

Major Electives

Major electives are selected in consultation with the student's faculty advisor. In general, electives may include law enforcement or criminal justice courses, courses in other disciplines focusing on professional development, course requirements for a minor or certificate, and/or evaluation of prior learning.

Online Program

The online Law Enforcement Major Completion Program (LEMCP) is a cohort program which begins in fall semester of each year. Students are required to attend an

orientation/Pre-major Advising Workshop (PAW) at Metropolitan State University SLC in August to meet instructors and fellow students, learn about Web-based courses, and finalize degree plans with an advisor. This is the only required travel to campus during the program.

The eight core courses required for the law enforcement major are offered online in a cohort schedule in fall and spring semesters. Students are encouraged to work on major electives and other degree requirements during the summer. Although the major courses are available online, remaining degree requirements are not guaranteed to be offered using an online delivery format.

Commitment

Students must make a commitment to complete these courses in sequence with their cohort. If it is necessary to withdraw during the sequence, students may need to re-apply for admission to a subsequent cohort.

Completing Degree Requirements

In addition to the courses above, students must also meet the University's degree requirements which vary depending on individual transfer credits. Cohort program advisors will help identify ways to meet these requirements, including classroom courses, online courses, and/or prior learning.

Questions? Contact Mary Schober Martin at 763-657-3751 or mary.schobermartin@metrostate.edu.

Course List

Requirements (50 total credits)

Required Courses (31 credits)

CJS 201 is a prerequisite for all core CJS and LAWE courses; CJS 301, CJS 320, CJS 360, and CJS 375 are prerequisites for CJS 490. CJS 490 should be completed during the student's last semester.

Law Enforcement Major Completion Program Online Course Schedule (31 credits) - First Semester

Online cohort courses are offered in the following sequence: (subject to change)

- CJS 201 Foundations in Criminal Justice
- LAWE 431 Police Culture

Second Semester

Program note: Additional REQUIRED course CJS 360 Diversity in Criminal Justice

- CJS 375 Ethics and Professionalism in Criminal Justice

Third Semester

- CJS 301 Research Methods in Criminal Justice
- LAWE 445 Law Enforcement Leadership: Contemporary Issues

Fourth Semester

- CJS 320 Criminology and Public Policy
- CJS 490 Criminal Justice Capstone Research

Electives: Online Program (19 credits)

Electives are selected in consultation with the student's faculty advisor. In general, electives may include law enforcement or criminal justice courses, courses in other disciplines focusing on professional development, course requirements for a minor or certificate, and/or evaluation of prior learning.

ACADEMIC PROGRAMS

Liberal Arts Major (BA)

Students who wish to pursue an individualized major within the College of Liberal Arts should select the liberal arts major (LAM). This major provides an opportunity for students to customize their degree programs based on individual interests and educational goals.

The liberal arts major consists of at least 33 upper-division credits for which the student can articulate a rationale of coherence in writing. With the support of an advisor students will select 32 credits of interdisciplinary work for the core of their LAM program. An additional 1 credit upper-division Student Designed Independent Study (SDIS) LAM mentorship with a member of the CLA faculty is required of all students. Usually all 33 credits would be in courses offered by the College of Liberal Arts; however, with approval, as many as 8 credits in disciplines outside the college may be included. At least half of the LAM credits must be earned at Metropolitan State. The major program should not be a scattering of courses across the college, but a coherent program with a significant component of advanced-level work demonstrating mastery of the chosen subject. It should not closely resemble an existing degree program within the college.

Declare Your Program

To be eligible for acceptance to the Liberal Arts major, students must submit a College of Sciences Undergraduate Program Declaration Form when the following is completed:

- A plan of study, designed in consultation with an academic advisor, selecting at least 32 upper-division semester credits and writing a rationale of coherence for the choices. An additional 1 credit upper-division SDIS LAM mentorship with a member of the CLA faculty is required of all students. A committee of CLA faculty reviews the proposed plan, judging the persuasiveness of its rationale and its academic integrity. This committee either approves a plan or returns it to the student with suggestions for improvement.

Minor plan changes (8 or fewer credits) may be made in consultation with the advisor. Major changes require resubmission to the review committee.

Pursuant to university policy, students are encouraged to have their LAM approved before they have completed 80 credits.

Requirements (33 total credits)

Contact Information

Professor Danielle Hinrichs
651-999-5960
danielle.hinrichs@metrostate.edu

ACADEMIC PROGRAMS

Life Sciences Teaching Major (BS)

Life Sciences Licensure Grades 5-12

The life sciences teaching major provides students with the science content coursework necessary for obtaining the Minnesota Science Teaching License with Life Science Specialty.

This license provides certification to teach life science classes in grades 9-12 and science classes in grades 5-8 including earth science and physical science. Students seeking licensure must complete the Life Sciences Education program which includes the Life Sciences Teaching Major and additional requirements and coursework through the university's School of Urban Education. Contact the School of Urban Education for information about the program requirements.

The Life Sciences Teaching major provides a broad foundation in biology, chemistry, physics, earth science and mathematics followed by advanced study in biology.

Each student must complete at least 46 credits in the major including at least 18 upper division credits and at least 23 credits from Metropolitan State University. All prerequisite and required courses must be completed with grades of C- or above.

Transfer coursework equivalency is determined by the Natural Science Department. Each foundation science course must include at least one semester credit of professionally supervised on-ground laboratory experience with standard undergraduate laboratory equipment and materials. Lower-division (100- and 200-level) courses are not accepted as equivalent to upper-division courses and cannot be used to fulfill upper division core requirements in the major.

Declare Your Program

To be eligible for acceptance to the Life Sciences Teaching major (Grades 5-12), students must submit a College Undergraduate Program Declaration Form when they have completed all of the requirements from the Guide to Admission in the Urban Teacher Program.

Requirements

Teaching Licensure Grades 5-12

Students completing the teaching major who wish to earn Minnesota Teaching Licensure for secondary education (grades 5-12) can do so by completing additional

course work through the university's School of Urban Education. Please note that the School of Urban Education has the primary responsibility for recommending students for licensure.

Course List

Prerequisites

Life Sciences Teaching Prerequisites

One of the following classes is required:

- MATH 115 College Algebra
- MATH 120 Precalculus

Requirements (120 total credits)

Life Sciences Teaching Foundation Courses (20 credits)

- BIOL 111 General Biology I
- BIOL 112 General Biology II
- CHEM 111 General Chemistry I
- CHEM 112 General Chemistry II

One of the following classes is required:

- BIOL 211 Principles of Genetics
- BIOL 301 Genetics

Life Sciences Teaching Core Courses (18-28 credits)

- GEOL 110 Introduction to Earth Sciences

Life Sciences Teaching Core Courses

One lower-division physics course or set of courses: Either PHYS 110 Introduction to Physics or both PHYS 211 and PHYS 212 Calculus Based Physics I and II.

- PHYS 110 Introduction to Physics
- PHYS 211 Calculus Based Physics I
- PHYS 212 Calculus Based Physics II

Life Sciences Teaching Core Courses

Choose one:

- BIOL 310 Ecology

- BIOL 312 Evolution
- ESCI 315 Limnology

Life Sciences Teaching Core Courses

Choose one:

- BIOL 302 Cell Biology and Histology
- BIOL 304 Molecular Biology

Life Sciences Teaching Teaching Methods (8 credits)

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

ACADEMIC PROGRAMS

Management (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

The Bachelor of Science in Management prepares students for professional opportunities in management in a variety of organizations. Students in this major develop the skills, knowledge and behaviors that lead to effective managerial performance. They learn about the functional areas of organizations, how external influences affect managerial decisions and about the increasingly diverse business environments in which management decisions are made.

This program can be completed on campus, fully online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Management major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General

Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Unrestricted electives as needed to total a minimum of 120 credits.

Course Prerequisites

Many College of Management courses are sequenced and build on previous learning. It is the student's responsibility to complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the grade earned in the course is "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

At least 24 credits from among the Business Core Courses, Major Required Courses, and Capstone must be completed at Metropolitan State. The College of Management Residency Requirement (20 credits) is satisfied by the Management Major Residency

Requirement. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Management Required Courses (28 credits)

- MGMT 320 Organizational Behavior
- MGMT 340 Managing Quality
- MGMT 360 Managing a Diverse Workforce
- ACCT 320 Strategic Management Accounting
- BLAW 320 Legal Environment of Organizations
- HRM 310 Human Resource Management: A Strategic Framework
- DSCI 420 Project Management

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Management Information Systems (BS)

The management of information systems and information technology is a critical challenge for every organization. The MIS major prepares students for careers in high-demand IT occupations such as a business systems analyst, enterprise technology architect, application developer, data scientist, security analyst and helpdesk support.

The MIS major provides knowledge and skills that enable students to succeed in a professional environment. Students develop understanding of the entire process of planning, designing and managing/using information technology (IT). Students not only learn theory, but also attain a working knowledge of how to apply technology to solve business problems. This balance of theory and practice facilitates students' preparedness to begin working on IT planning and decision making in real life situations.

Declare Your Major

To be eligible for acceptance to the Management Information Systems major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- Complete MIS 100 Fundamentals of Information Technology in Organizations AND MIS 310 Principles of MIS with a grade of B- or higher
- Complete the remaining COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help keep the total credits you need to graduate to a minimum and help you succeed by providing the most valuable experience in other College of Management courses.

Requirements

Unrestricted electives as needed to total a minimum of 120 credits.

Note: Students who intend to major in MIS must receive a grade of at least B- or its equivalent in MIS 100 and MIS 310 before they can register for MIS required or elective courses.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of

Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content contains substantially the same course competencies and learning objectives equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty. A course that should be considered for transfer should meet the following minimums;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

Students in each of the College of Management bachelor of science major programs must complete a minimum of 20 credit hours of their major requirements and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

MIS Tier 1 Courses (all 16 credits are required)

- MIS 320 Information Systems Analysis and Design
- MIS 328 Applications Development I
- MIS 335 Management and Use of Databases
- MIS 467 Telecommunications and Internet Management

MIS Tier 2 Courses (2 courses required, total 84 credits)

- MIS 370 Retail Information Systems
- MIS 380 Business Intelligence and Analytics
- MIS 450 MIS Auditing and Security Controls
- MIS 456 Supply Chain Information Systems
- MIS 459 ERP Systems
- MIS 462 Management of Distributed Computing
- MIS 463 Strategic Management of Technology and Innovation
- MIS 498 Telecommunications Economics and Policy
- MIS 533 Special Topics: Emerging Technologies

MIS Tier 3 Courses (2 courses required, total 8 credits)

- MGMT 499 Case Studies in Strategic Management

One of the following classes is required:

- MIS 412 Administration of the Management Information Systems Function
- MIS 499 MIS Capstone

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Management Information Systems Minor

This minor is very useful for students majoring in almost any business discipline (e.g. Accounting, Human Resource Management, Finances, etc.) and also supports career paths in other areas as well (e.g. Nursing, Human Services and Social Work).

Students wanting to pursue SAP UA Certification can take 3 courses -- one course each from the 3 levels of curriculum enhancement with SAP ERP software referenced by a corresponding number:

- Light Level -- Choose either MIS 320 or MIS 370 (1);
- Medium Level -- Choose either MIS 456 or Acct 340 (2);
- Heavy Level -- Choose either MIS 459 or MIS 380 (3).

Course List

Requirements (24 total credits)

Management Information Systems Required Courses (16 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MIS 310 Principles of Management Information Systems
- MIS 320 Information Systems Analysis and Design
- MIS 335 Management and Use of Databases

Management Information Systems Elective Courses (8 credits)

(2 required elective courses) from the list below:

- ACCT 340 Accounting Information Systems
- MIS 370 Retail Information Systems
- MIS 456 Supply Chain Information Systems
- MIS 459 ERP Systems
- MIS 380 Business Intelligence and Analytics
- MIS 328 Applications Development I
- MIS 329 Applications Development II
- MIS 450 MIS Auditing and Security Controls
- MIS 350I Management Information Systems Individual Internship
- MIS 462 Management of Distributed Computing
- MIS 498 Telecommunications Economics and Policy
- MIS 467 Telecommunications and Internet Management
- MIS 463 Strategic Management of Technology and Innovation

- MIS 533 Special Topics: Emerging Technologies

ACADEMIC PROGRAMS

Marketing Major (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

Marketing activities play a critical role in the achievement of an organization's missions and objectives. Students in the marketing major will study the demographic, psychographic, social, economic, technological, environmental and cultural factors that influence the demands for consumer and industrial goods and services. This program offers courses related to marketing principles, buyer behavior, marketing research, marketing communications, international marketing, and others. All of the courses in this major are designed to enhance students' understanding of marketing as a multifaceted and cross-functional discipline that plays a key role in an organization's vitality.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Marketing major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement if the course content is equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the course carries a grade of "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

Students in each of the College of Management bachelor of science major programs must complete a minimum of 20 credit hours of their major requirements and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Marketing Required Courses (20 credits)

- MKTG 310 Consumer and Professional Buyer Behavior
- MKTG 343 Integrated Marketing Communications
- MKTG 420 Marketing Research
- MKTG 480 International Marketing
- MKTG 490 Issues in Marketing

Marketing Electives (4 credits)

Note: Any MKTG course or

- BLAW 430 Marketing and Advertising Law

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Mathematics Teaching Major (BS)

Students who have a passion for mathematics and want to teach middle and high school students how to solve real-world problems through mathematical reasoning should consider the mathematics teaching major. Mathematics teaching candidates gain a solid foundation in the areas of statistics, calculus, analysis, geometry, modeling and abstract algebra. Several teaching methods courses give prospective teachers the tools to transmit that knowledge and serve the diverse needs of a classroom in an urban setting.

Declare Your Program

To be eligible for acceptance to the Mathematics Teaching major (Grades 5-12), students must pass and have a cumulative GPA of 2.5 in MATH 210, MATH 211, and STAT 201. When this requirement has been satisfied, students must submit a College of Sciences Undergraduate Program Declaration Form for Mathematics Teaching Major.

Requirements

The courses MAED 440 and MAED 450 require that the student be admitted to the university's Urban Teacher Program; they have several prerequisites taught through that program.

Teaching Licensure Grades 5-12

Students completing the teaching major who wish to earn Minnesota Teaching Licensure for secondary education (grades 5-12) can do so by completing additional course work and student teaching through the university's Urban Teacher Program. Please note that the university's Education Department has the primary responsibility for recommending students for licensure.

Course List

Prerequisites

Math Prerequisites

- STAT 201 Statistics I
- MATH 210 Calculus I
- MATH 211 Calculus II

Requirements (120 total credits)**Math Core Courses (28 credits)**

- MATH 215 Discrete Mathematics
- MATH 301 Introduction to Analysis
- MATH 310 Calculus III: Multivariable Calculus
- MATH 315 Linear Algebra and Applications
- MATH 340 Mathematical Modeling
- MATH 370 Modern Geometry
- MATH 471 Abstract Algebra

Mathematics Education Methods Courses (8 credits)

The courses MAED 440 and MAED 450 require that the student be admitted to the university's Urban Teacher Program; they have several prerequisites taught through the program.

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

ACADEMIC PROGRAMS

Media Literacy Minor

This minor prepares students to be critical consumers of the wide range of media that envelops them every day. Students also learn about audience, media globalization, emergence and convergence of media trends and theory appropriate for critical analysis.

Course List

Requirements (20 total credits)

Media Literacy Required Courses (8 credits)

- MDST 361 Visual Communication
- MDST 363 Children, Adolescents and the Media

Media Literacy Electives (12 credits)

- INFS 315 Searching for Information
- INFS 338 The Craft and Commerce of Book Publishing
- INFS 340 Research in Special Collections and Archives
- MDST 520 Digital Storytelling
- MDST 560 Writing for Television
- MDST 561 Advanced Television Writing
- MDST 580 Issues in Communication Technology
- MDST 370 Contemporary Cinema
- MDST 371 American Film: Tradition and Trends
- MDST 378 World Cinema
- MDST 381 Video Game Culture

ACADEMIC PROGRAMS

Mental Health Psychology Minor

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 12 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

The mental health and psychology minor is designed for students who are interested in the theory and application of mental health issues. Such students might be interested in working with chronically mentally ill, wellness efforts, chemical dependency (with dual diagnosis), in social work positions or in areas of social services in which a working knowledge of mental health is essential. The minor fits well with other majors including social work and human services.

Course List

Requirements (20 total credits)

Mental Health Psychology Minor Required Courses (8 credits)

- PSYC 100 General Psychology
- PSYC 300 Abnormal Psychology

Mental Health Psychology Minor Electives (12 credits)

- PSYC 212 Introduction to Diversity and Ethics in Psychology
- PSYC 305 Behavior Disorders in Children
- PSYC 313 Family Systems
- PSYC 327 Psychological Testing
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications
- PSYC 343 Drugs and Behavior: An Introduction to Behavioral Pharmacology
- PSYC 345 Biopsychology
- PSYC 346 Health Psychology
- PSYC 347 Positive Psychology
- PSYC 360 Friday Forum Topics
- PSYC 390 Developmental Disabilities: Issues, Assessment and Intervention
- PSYC 400 Advanced Abnormal Psychology
- PSYC 402 Preventive Psychology
- PSYC 406 Introduction to Clinical Psychology
- PSYC 508 Mental Health and the Law

ACADEMIC PROGRAMS

Nursing (RN-BSN)

This program is for Registered Nurses with an Associate Degree or a Diploma in nursing who wish to complete a Bachelor of Science in Nursing. The sequence of nursing courses is part-time, five semesters (including summers) and follows a cohort model. Classes generally meet one day per week on the same day every semester. One clinical course (NURS 456P, Community Health Practicum), usually in the fourth semester, may meet more than once per week and may be held on a day other than the normally assigned cohort day. Once prerequisites are completed, students join a cohort. A cohort starts every semester on either Metropolitan State's St. Paul campus or on selected community college campuses.

Declare Your Program

To be eligible for acceptance to the RN-BSN major, the following must be completed:

- Approved admission to Metropolitan State University
- Evidence of current unencumbered registered nurse licensure in at least one state with eligibility for licensure in Minnesota
- An official transcript indicating completion of an associate degree or diploma in nursing from a regionally accredited institution
- A minimum cumulative grade point average (GPA) of 2.5 and a grade of at least a C in all previous nursing courses. The GPA used for admission assessment is the cumulative GPA calculated from all coursework and evaluation of all transcripts.
- Pre-major requirements
- Complete an official degree plan with an academic advisor. Students complete the Undergraduate Program Declaration Form at this time.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Pre-Practicum Requirements

Prior to beginning the practicum experience, information must be submitted to the School of Nursing. Requirements must be valid for the duration of practicum experiences.

Accreditation

The baccalaureate degree in nursing at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

The BSN program is endorsed by the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. Graduates qualify for Public Health Nursing Registration in the state of Minnesota.

Metropolitan State University is accredited by the Higher Learning Commission 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

This program is endorsed by the American Holistic Nursing Credentialing Corporation.

Graduates of the Bachelor of Science in nursing program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

Course List

Prerequisites

Pre-major Requirements

In preparation for the nursing core program, four prerequisite courses must be completed* (up to 16 semester credits):

*Applicants must have a cumulative 3.0 GPA and a minimum grade of "C" in pre-nursing courses. Students are required to obtain letter grades in all pre-nursing courses. Appropriate transfer courses from an accredited institution may be approved to meet these requirements. Students with a previous baccalaureate degree from an accredited institution or equivalent non U.S. institution need Statistics I and Medical Ethics. Students must meet course prerequisites and/or placement criteria for pre-nursing courses.

One course from Goal VI (Humanities/Fine Arts/Literature) and

- STAT 201 Statistics I
- WRIT 331 Writing in Your Major
- PHIL 321 Medical Ethics

Requirements (32 total credits)

Current Cohorts (32 credits)

Many courses in the nursing curriculum employ online teaching/learning strategies.

Note: The following are variable credit courses currently offered at: NURS 410 (4 cr), NURS 325 (3 cr.)

- NURS 301 Theoretical Foundations for Nursing Practice
- NURS 414 Geriatric Nursing
- NURS 446 Nursing Informatics
- NURS 335 Introduction to Evidence-Based Practice
- NURS 410 Applied Pathophysiology
- NURS 325 Health Assessment
- NURS 407 Family Health Nursing
- NURS 456 Community Health Nursing
- NURS 456P Community Health Nursing Practicum
- NURS 465 Leadership and Management in Nursing
- NURS 495 Nursing Capstone Seminar

Requirements (32 total credits)

New cohorts starting fall, 2016

- NURS 301 Theoretical Foundations for Nursing Practice
- NURS 302 Introduction to Baccalaureate Nursing
- NURS 446 Nursing Informatics
- NURS 335 Introduction to Evidence-Based Practice
- NURS 420 Lifespan Transitions: Aging and Health
- NURS 307 Integrative Nursing Care
- NURS 456 Community Health Nursing
- NURS 456P Community Health Nursing Practicum
- NURS 465 Leadership and Management in Nursing
- HSCI 309 Global Health Issues

ACADEMIC PROGRAMS

Nursing MANE (BSN)

The Minnesota Alliance for Nursing Education (MANE) is an alliance of Minnesota nursing programs, using a common baccalaureate curriculum. The alliance is compiled of seven community college and Metropolitan State University; it is dedicated to increasing the educational capacity for attainment of a baccalaureate degree in nursing.

This program is intended for individuals wishing to attain a Bachelor of Science degree in nursing who are not currently registered nurses. The MANE BSN program plan is a four-year, eight semester (not including summers), 120 credit concept-based baccalaureate curriculum. It is based on a set of core competencies that are intended to prepare graduates to provide care to individuals, families and communities in health promotion, acute or chronic illness, and at the end of life. Students are admitted to a cohort each fall at Metropolitan State University.

Licensed Practical Nurses will receive five credits of advanced standing and must maintain unencumbered licensure from any state in the United States.

Declare Your Program

To be eligible for acceptance to the BSN major, students must complete/submit the following:

- General admission to Metropolitan State University.
- Submission of official transcripts from all post-secondary institutions attended.
- A minimum grade point average (GPA) of 2.75 based on the first semester of the MANE curriculum plan.
 - Official transcripts will be used to calculate GPA.
 - The most recent course grade will be used for the GPA calculation, whether it is higher or lower than previous grades.
- Each course of the MANE curriculum plan must have been achieved with a letter grade of C or better.
- Full acceptance to the MANE program is dependent on successful completion of the second semester of the MANE curriculum plan, maintaining a minimum grade point average (GPA) of 2.75, including criteria in numbers 3 and 4 above.
- All applicants are required to complete the **most current** Assessment Technologies Institute (ATI), standardized Test of Essential Academic Skills (TEAS) prior to application deadlines.
- Advanced standing applicants (Licensed Practical Nurses) must maintain unencumbered licensure from any state in the United States.
- Applicants must demonstrate English language proficiency via examination if (1) English is not their native language; and (2) the applicants have lived in the US fewer than 8 years at the time of application to the program. Applicants are

exempt from taking an English proficiency exam if their native language is English or they have been in the US, as a non-native English speaker, for more than 8 years.

Minimum scores in the following exams are required to demonstrate English language proficiency:

Test	Minimum Satisfactory Score
TOEFL iBT	84 with a minimum speaking score of 26
IELTS	Overall score of 6.5 with the minimum of 6.0 on all modules
MELAB	Total passing score of 81 and a speaking section score of 3
Pearson Test of English Academic	Overall score of 55 with the minimum of 50 on all sub-scores

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Pre-Application Requirements

The prerequisite courses must be completed at a regionally accredited college or university. All courses must be at least three (3) semester credits. Courses taken under the quarter system must be at least four (4) quarter credits.

*Applicants must have a GPA of at least 2.75 in the required MANE first semester courses to apply to the program. Students are required to obtain letter grades in all courses required for the degree and must have earned a letter grade of "C" or greater. Equivalent transfer courses from a regionally accredited institution may be accepted to meet these requirements.

Program Requirements

The MANE BSN program has two avenues for admission and completion through Metropolitan State University.

1. Admission to the MANE BSN program at Metropolitan State University

In order to be accepted to the MANE BSN program, students are required to have general admission to Metropolitan State University prior to the MANE program application deadline. Please reference the general admission "priority-deadlines" on the Metropolitan State University Admissions Landing Pages. The MANE program application deadline is February 1 each year for a fall semester start.

2. Dual Admission Metropolitan State University and a MANE Community College

Dual admission at a MANE alliance Community College campus with Metropolitan State University granting the Bachelor of Science Degree in nursing after successful completion of the last three semesters of the MANE Baccalaureate Curriculum Plan.

Note: Completion of the first five semesters the MANE Curriculum Plan at a community college offers students the ability to complete the Associate of Science degree at the community college and provides the educational eligibility for NCLEX-RN licensure testing.

Pre-Practicum Requirements

Prior to beginning the practicum experience, information must be submitted to the School of Nursing. Requirements must be valid for the duration of practicum experiences.

Accreditation

The baccalaureate degree in nursing at Metropolitan State University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

The BSN program is endorsed by the American Holistic Nursing Credentialing Corporation. Graduates waive the post-graduate practice and continuing education hours necessary to be eligible to take the holistic nursing certification exam. Upon licensure, graduates qualify for Public Health Nursing Registration in the state of Minnesota.

Metropolitan State University is accredited by the Higher Learning Commission 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

This program is endorsed by the American Holistic Nursing Certification Credentialing Corporation.

Graduates of the Bachelor of Science in nursing program are eligible for registration as a Public Health Nurse in the state of Minnesota after becoming licensed as a registered nurse in the state.

Course List

Prerequisites

Pre-application Requirements

General Education MnTC Goal Area 3 (Science) and General Education (4 credits)

- WRIT 131 Writing I
- PSYC 100 General Psychology

Requirements (64 total credits)

General Education Requirements (55 total General Education credits, including semester one courses)

In addition to the list: 2 General Education Electives and 1 General Education Sociology/Anthropology course.

- COMM 231 Introduction to Interpersonal Communication
- HBIO 201 Human Anatomy and Physiology I
- HBIO 202 Human Anatomy and Physiology II
- HBIO 205 Basic Microbiology
- PHIL 321 Medical Ethics
- PSYC 311 Life Span Developmental Psychology
- STAT 201 Statistics I
- WRIT 331 Writing in Your Major

Required Courses (65 credits)

- NURS 270 Foundations of Nursing: Health Promotion
- NURS 275 Nutrition and the Role of the Professional Nurse
- NURS 280 Chronic and Palliative Care
- NURS 282 Pharmacology and the Role of the Nurse
- NURS 285 Applied Pathophysiology for Nursing I
- NURS 361 Acute and Complex Care
- NURS 362 Applied Pathophysiology for Nursing II
- NURS 364 Nursing Leadership I
- NURS 406 Nursing Care of the Family
- NURS 416 Epidemiology in Nursing
- NURS 446 Nursing Informatics
- NURS 364 Nursing Leadership I
- NURS 459 Population Based Care

- NURS 464 Nursing Leadership II
- NURS 485 Global Health Perspectives for Nursing
- NURS 490 Integrative Seminar and Practicum

ACADEMIC PROGRAMS

Organizational Administration (BAS)

This BAS program is designed to build on AAS programs offered primarily by technical colleges. Therefore, this BAS is only available to students who have completed any AAS program at a Minnesota State college, or specific related AAS programs approved by an official articulation agreement between Metropolitan State and the college offering the AAS degree.

The goal of this program is to educate and to train prospective and current employees who wish to build upon the technical strength of their associate degree training in order to take on greater responsibilities and seek advancement beyond their technical training.

Metropolitan State University organizational administration graduates can expect a dynamic and challenging career in ever-changing economic and global conditions. They can expect to be better positioned for employment opportunities and for promotions. They can expect to acquire the organizational, communication and critical thinking skills necessary for anyone accepting management positions in technical and non-technical fields. Graduating students are prepared for positions such as supervisor, department manager and agency director in business, business owner, nonprofit organizations and government.

This program can be completed on campus, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

Declare Your Program

To be eligible for acceptance to the Organizational Administration major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- The AAS degree at a Minnesota State college or the approved AAS degree specified in the approved articulation agreement
- GPA of 2.5 or higher in AAS
- COM Foundation Courses with a grade of C-, S or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

Major Electives (4 UD credits)

Choose 4 upper division credits (300-500 level) from the following disciplines:

Acct, BLaw, DSci, Econ, Entr, Fin, HRM, IBus, Mgmt, MIS, Mktg, RMI. or Phil 320
Business Ethics

Some Major Electives may overlap with your major and GELS requirements.

NOTE: Entr 300 Interdisciplinary Bus Skills & Knowledge is NOT a Business Elective

Course Prerequisites

Many College of Management courses are sequenced and build on previous learning. It is the student's responsibility to complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Credit and Residency Requirements

At least 20 credits from among the Business Core Courses, Major Electives, and Capstone must be completed at Metropolitan State. The College of Management Residency Requirement (20 credits) is also satisfied by the Organizational Administration Major Residency Requirement. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

Organizational Administration Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Organizational Administration Capstone

One of the following classes is required:

- MGMT 499 Case Studies in Strategic Management
- ENTR 490 Entrepreneurship and Venture Creation

ACADEMIC PROGRAMS

Organizational Communication Minor

Note: This minor may be combined with the Professional Communication—Public Relations Track, but not with the Professional Communication—Organizational Communication Track.

Course List

Requirements (19 total credits)

Organizational Communication Required Courses (11 credits)

- COMM 103 Public Speaking
- COMM 351 Communication in Work Groups
- COMM 352 Organizational Communication

Organizational Communication Electives (8 credits)

- COMM 333 Intermediate Intercultural Communication
- COMM 452 Advanced Organizational Communication
- MDST 485 Communicating with New Media

ACADEMIC PROGRAMS

Philosophy Major (BA)

Philosophy is a discipline requiring well-developed skills in careful reasoning, clear writing, and persuasive and well-organized public speaking. Thus, the study of philosophy helps a person to develop her abilities to:

- Read texts carefully, closely, accurately, and sympathetically
- Analyze positions fairly and critically
- Uncover unstated and unexamined assumptions in arguments- - both one's own and others'
- Construct cogent and persuasive arguments for one's position
- Write in a manner that is simple, natural, clear, and persuasive.

These skills are extremely useful in many other disciplines and practices outside of philosophy-careers in law, computer science, business, medicine, law enforcement, the arts, publishing, and many more all value the skills developed by the study of philosophy. The ability to write well, to understand accurately and critically what one has read, to speak clearly and persuasively for one's position, and the ability to "think outside of the box" are in high demand by a wide range of employers and will serve any student well in their life after college.

Declare Your Program

To be eligible for acceptance to the Philosophy major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with a departmental advisor before enrolling in courses toward the major.

Requirements

Total of 40 credits (with advisor approval, up to 4 credits may be in a related field, up to 12 credits can be lower division, and up to 12 credits can be transferred in from another college or university)

Course List

Requirements (120 total credits)

Methods (4 credits)

- PHIL 204 Introduction to Symbolic Logic
- PHIL 303 Principles of Inquiry: Ways of Knowing

Race, Gender, and Sexuality (8 credits)

- PHIL 306 Philosophy and Sexuality
- PHIL 362 African and African-American Philosophy
- PHIL 365 The Cultural Politics of GLBT Sexuality
- PHIL 366 Race and Racism: Philosophical Problems

History of Philosophy (12 credits)

- PHIL 375 Ancient Greek Philosophy
- PHIL 376 Early Modern European Philosophy
- PHIL 378 Contemporary Epistemology and Metaphysics
- PHIL 379 Contemporary Moral Theory

Capstone (to be taken close to graduation)

- PHIL 499 Philosophy Capstone Seminar

Electives (to make up 40 credits)

Any of the courses in the categories above that are beyond the minimum requirement may also be used as electives for the Philosophy major, or choose from:

- PHIL 100 Multicultural Introduction to Philosophy
- PHIL 102 Philosophy, Film and the Meaning of Life
- PHIL 105 Views of Human Nature
- PHIL 301 Ethical Inquiry
- PHIL 302 Philosophy Now:
- PHIL 308 Faith and Reason: The Philosophy of Religion
- PHIL 310 Environmental Philosophy
- PHIL 334 Philosophy for Children
- PHIL 352 Borders, Walls, Us and Them
- PHIL 354 Economic Justice: Who Gets What and Why?
- PHIL 360I Philosophy Student Designed Independent Studies

ACADEMIC PROGRAMS

Philosophy Minor

The Philosophy minor allows students to explore questions about knowledge, value, meaning, and reality, and to develop and improve their capacities for analysis, reflection, careful reading, and clear writing. It includes courses in the history of philosophy, in philosophical approaches to race, gender, and sexuality, and in philosophical methods, and it has room for two elective courses in philosophy. It offers the student a more wide-ranging set of courses than our other minor (the Practical Ethics minor). This minor can complement a degree in virtually any field. Up to 9 credits can be transferred into the minor from another college or university.

Course List

Requirements (20 total credits)

Philosophical Methods (4 credits)

One of the following classes is required:

- PHIL 204 Introduction to Symbolic Logic
- PHIL 303 Principles of Inquiry: Ways of Knowing

Philosophical Perspectives on Race, Gender, and Sexuality (4 credits)

One course from the following:

- PHIL 306 Philosophy and Sexuality
- PHIL 362 African and African-American Philosophy
- PHIL 365 The Cultural Politics of GLBT Sexuality
- PHIL 366 Race and Racism: Philosophical Problems

History of Philosophy (4 credits)

One course from the following:

- PHIL 375 Ancient Greek Philosophy
- PHIL 376 Early Modern European Philosophy
- PHIL 378 Contemporary Epistemology and Metaphysics
- PHIL 379 Contemporary Moral Theory

Electives

Students should choose electives in consultation with a departmental advisor to bring their total credits in philosophy up to 20. In addition to the courses listed above, students can choose from:

- PHIL 100 Multicultural Introduction to Philosophy
- PHIL 102 Philosophy, Film and the Meaning of Life
- PHIL 105 Views of Human Nature
- PHIL 301 Ethical Inquiry
- PHIL 302 Philosophy Now:
- PHIL 308 Faith and Reason: The Philosophy of Religion
- PHIL 310 Environmental Philosophy
- PHIL 320 Business Ethics
- PHIL 321 Medical Ethics
- PHIL 327 Ethics in the Information Age
- PHIL 334 Philosophy for Children
- PHIL 352 Borders, Walls, Us and Them
- PHIL 354 Economic Justice: Who Gets What and Why?
- PHIL 360I Philosophy Student Designed Independent Studies

ACADEMIC PROGRAMS

Physics Minor

The physics minor provides students with a broad introduction to the discipline of physics combined with further exploration of at least one area of interest. The minor introduces students to the fundamental laws that govern nature and the universe and complements other majors where additional physics knowledge is of benefit. It prepares students to apply scientific methodology to solve physics problems, to think critically and quantitatively, to relate physics to their daily life and environment, and to understand the experimental and theoretical methods used in modern physics.

Each student must complete 20 credits in the minor including at least 5 upper division credits and at least 10 credits completed at Metropolitan State University. All prerequisite and required courses must be completed with grades of C- or above.

A minor represents significant learning beyond the student's major or program; therefore, each student must include at least 5 credits of coursework in the physics minor that is not counted as part of their major program or any other minor.

Students can be admitted to the physics minor once they have successfully completed the Prerequisite and Foundation courses.

Course List

Prerequisites

Physics Prerequisites

- MATH 210 Calculus I
- MATH 211 Calculus II

One of the following classes is required:

- MATH 115 College Algebra
- MATH 120 Precalculus

Requirements (20 total credits)

Physics Foundation Courses (10 credits)

- PHYS 211 Calculus Based Physics I
- PHYS 212 Calculus Based Physics II

Physics Elective Courses (10 credits)

At least two courses from the following list, or other advanced courses by advisor permission, including at least 5 credits of Physics and combining to reach the total number of credits required for the minor (10 credits Metropolitan State, 5 credits upper division, 19 credits total)

- PHYS 351 Thermodynamics
- PHYS 355 Modern Physics
- PHYS 357 Modern Physics Lab
- PHYS 469 Seminars in Physics
- PHYS 479 Special Topics in Physics
- PHYS 489 Directed Research in Physics
- MATH 340 Mathematical Modeling
- MATH 350 Ordinary Differential Equations
- MATH 420 Numerical Analysis

ACADEMIC PROGRAMS

Political Science Minor

A minor in political science is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and international business. Such a minor is also an excellent complement for liberal arts students who are majoring in history, gender studies, professional communication, ethnic studies or philosophy.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Social studies majors may NOT minor in anthropology, political science, or sociology.

At least half of the credits required for the minor must be completed at Metropolitan State University. Students must earn a grade of C- or above in all minor courses.

Transfer courses may be applicable to minor requirements. The university's degree audit will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the chair of the Social Science Department. Only one lower division course (100 or 200 level) will be accepted for the minor.

Course List

Prerequisites

Political Science Lower Division Elective (3-4 credits)

Any 100 or 200 level course in Political Science or POL 101 as noted below:

- POL 101 Introduction to American Government and Politics

Requirements (19-20 total credits)

Political Science Survey (4 credits, select one)

- POL 301 Citizenship in a Global Context
- POL 321 World Politics

Political Science Electives (12 credits)

Select 300-level courses in political science.

Students may also take the following courses as upper-division electives for the political science minor:

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 401 Social Science Seminar: Contending Perspectives
- SSCI 501 Great Ideas: Classics of Social Science

ACADEMIC PROGRAMS

Political Science (Social Science Major Track BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from three tracks: disciplinary (anthropology, political science and sociology), global studies and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience.

The learning outcomes for a social science major are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research;
- to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor.

Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Political Science Track Lower-division Electives (up to 9 credits)

Students may also take:

- SSCI 100 Introduction to Social Science

Social Science Political Science Track Survey Courses (4 credits, select one course)

- POL 301 Citizenship in a Global Context
- POL 321 World Politics

Social Science Core Courses (19-20 credits)

Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Political Science Track Elective Upper-division (to reach 40 credits)

Select 300-level courses in political science. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives

ACADEMIC PROGRAMS

Practical Ethics Minor

The Practical Ethics minor is designed to familiarize students with the nature and varieties of moral reasoning that are applied to areas of everyday experience, such as: business, marketing, management, and sales; medicine and the delivery of health care; law enforcement; media and public relations; social service careers; civic life; and intimate life in the roles of friend, lover, partner, parent, child, man or woman, and racialized person. Practical ethics is a 20-credit minor meant to complement a degree in any professional field, such as marketing, management, counseling, nursing, or human services.

Electives in Ethics

One additional course, chosen in consultation with a faculty advisor in the Practical Philosophy and Ethics Department.

Course List

Requirements (20 total credits)

Practical Ethics: Introductory Ethics

One course from among the following:

- PHIL 301 Ethical Inquiry
- PHIL 352 Borders, Walls, Us and Them
- PHIL 354 Economic Justice: Who Gets What and Why?

Practical Ethics: Philosophical Perspectives on Diversity

One course from among the following:

- PHIL 306 Philosophy and Sexuality
- PHIL 362 African and African-American Philosophy
- PHIL 365 The Cultural Politics of GLBT Sexuality
- PHIL 366 Race and Racism: Philosophical Problems

Practical Ethics: Professional Ethics

Two courses from the following:

- PHIL 310 Environmental Philosophy
- PHIL 320 Business Ethics

- PHIL 321 Medical Ethics
- PHIL 325 Criminal Justice Ethics
- PHIL 327 Ethics in the Information Age

ACADEMIC PROGRAMS

Professional Communication: Organizational Communication Track (BA)

Two tracks lead to a major in professional communication: **Public Relations and Organizational Communication.**

Students complete prerequisites and initial courses (100-200) before intermediate courses (300) and intermediate courses before advanced courses (400-500). Major electives can be taken alongside either intermediate or advanced courses. Note: Some coursework may have a theory seminar option (see Creative Learning Strategies) for those students with extensive life or work experience.

Declare Your Program

To be eligible for acceptance to the Professional Communication major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

Organizational communication specialists understand how internal communication can be improved through building teams, training, coordinating efforts, analyzing information flow, and resolving conflicts.

Course List

Prerequisites

Organizational Communication Prerequisites

One of the following classes is required:

- COMM 103 Public Speaking
- COMM 103P Public Speaking Proficiency Test

Requirements (36 total credits)

Initial Coursework

- INFS 315 Searching for Information

Media Coursework

- MDST 485 Communicating with New Media

Intermediate Courses

- COMM 333 Intermediate Intercultural Communication
- COMM 351 Communication in Work Groups
- COMM 352 Organizational Communication
- COMM 372 Health Communication

Advanced Coursework

- COMM 452 Advanced Organizational Communication
- COMM 472 Advanced Health Communication: Campaigns

Electives (4 credits from the following)

- COMM 320 Individual Rights and Public Discourse
- COMM 350I Communication Individual Internship
- COMM 381 Public Relations Principles
- COMM 482 Applied Communication Research
- COMM 499 Topics in Communication
- MDST 361 Visual Communication
- MDST 490 Big Data and the Connected Citizen
- MDST 583 Online Education and Training

ACADEMIC PROGRAMS

Professional Communication: Public Relations Track (BA)

Program Overview

Two tracks lead to a major in professional communication: **Public Relations and Organizational Communication.**

Students complete prerequisites and initial courses (100-200) before intermediate courses (300) and intermediate courses before advanced courses (400-500). Major electives can be taken alongside either intermediate or advanced courses. Note: Some coursework may have a theory seminar option (see Creative Learning Strategies) for those students with extensive life or work experience.

Declare Your Program

To be eligible for acceptance to the Professional Communication major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

Public relations practitioners use their sophisticated communication skills, theoretical knowledge and analytical abilities to conduct advocacy campaigns, lobby, and develop strategic relationships.

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core, and elective courses. Contact your advisor with questions concerning your degree plan.

Course List

Prerequisites

Public Relations Prerequisites (3 credits)

One of the following classes is required:

- COMM 103 Public Speaking
- COMM 103P Public Speaking Proficiency Test

Requirements (120 total credits)

Initial Coursework

- INFS 315 Searching for Information

Media Coursework

- MDST 361 Visual Communication

Intermediate Courses

- COMM 320 Individual Rights and Public Discourse
- COMM 333 Intermediate Intercultural Communication
- COMM 380 Public Relations Writing
- COMM 381 Public Relations Principles

Advanced Coursework

- COMM 385 Media Relations
- COMM 481 Advanced Public Relations

Electives (4 credits from the following)

- COMM 350I Communication Individual Internship
- COMM 351 Communication in Work Groups
- COMM 383 Employee Communication
- COMM 499 Topics in Communication
- MGMT 310 Management Principles and Practices
- SCRW 315 Film Production and Editing I
- WRIT 371 Editing

ACADEMIC PROGRAMS

Project Management Minor

This minor is designed for College of Management majors and students who have satisfied the following prerequisites or their equivalents. Project management is concerned with the overall planning and coordination of a particular project from inception to completion. It is the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of the project and ensure completion on time, within budget and to the required quality standards. The goal of project management is to implement projects successfully with systematic integration of technical, human and financial resources as well as the knowledge of legal issues and limitations. Project management is now one of the fastest growing career fields in business. The goal of the Project Management minor is to prepare students for such a dynamic and exciting field.

Course List

Prerequisites

Project Management Prerequisites (4 credits)

- MGMT 310 Management Principles and Practices

Requirements (20 total credits)

Project Management Required Courses (16 credits)

Program note: Additional REQUIRED course DSCI 444 Project Execution and Leadership

- DSCI 420 Project Management
- DSCI 421 Project Planning and Budgeting
- BLAW 310 Business Law: UCC and Contracts

ACADEMIC PROGRAMS

Psychology (BA)

Transfer Pathway

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

It is expected that all students receiving a BA degree with a psychology major will:

- demonstrate mastery of a basic core of psychological knowledge and theory;
- demonstrate an understanding of scientific methodology;
- enhance their development of interpersonal and intercultural sensitivity;
- demonstrate their ability to appropriately apply knowledge;
- understand the ethical issues and standards of psychology; and
- be able to integrate learning in psychology with the needs of a pluralistic

Declare Your Program

To be eligible for acceptance to the Psychology major, students must submit a College of Health, Community and Professional Studies Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

All students are expected to have at least 40 credits in psychology during the course of their BA studies. This includes transfer credits as well as academic work completed at Metropolitan State. At least 24 credits in the major must be taken at Metropolitan State; and at least 30 credits must be 300-level or above.

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

Psychology Electives

Additional learning in psychology should be selected to form a coherent pattern appropriate to the student's goals and interests. Learning opportunities may include approved psychology-related courses, internships, faculty- or student-designed independent studies, prior learning assessments or theory seminars. With advisors' approval, students may select elective courses from among the following non-Psychology Department offerings.

Application of Knowledge

All students are expected to demonstrate the ability to apply knowledge in their chosen area of psychology through an internship and its accompanying seminar, or through past work or community involvement.

Internships are expected for students entering psychology as a new field of study, and for students exploring a new area of psychology. Examples of possible internship settings include research laboratories, child care agencies, group homes, mental health agencies, and community centers working with children, teens and families, or the elderly. This requirement can also be met through departmental teaching assistantships or through research assistantships associated with the psychology laboratory. Students with experience in psychology-related areas may elect to apply for credit through the assessment of prior learning or theory seminars, or incorporate this learning into a student-designed independent study.

Graduation with Distinction

The Psychology Department uses the honor "Graduation with Distinction" to recognize students who have completed an academically challenging program while displaying academic excellence. This program is intended for highly motivated students who expect to pursue advanced study in Psychology. It enriches the academic experience for undergraduates in the Psychology major by offering opportunities for in-depth study and independent research. Students are encouraged to be involved in local and national professional conferences and advanced seminars and scientific presentations.

Application and Requirements

Students who meet the following criteria and wish to pursue the Graduation with Distinction in Psychology must submit an application.

Application Requirements

Criteria: GPA of 3.25 or higher based on at least 30+ graded credits, and successful completion of PSYC 100 (or equivalent).

To Apply (Contact Psychology Department for more details)

1. Student must be a declared Psychology Major
2. Student must meet criteria above
3. Produce a cover letter and writing sample on an assigned essay topic

4. Copy of unofficial transcripts
5. Send the application to the Psychology Department (Attn: Graduation with Distinction)

Required Coursework Includes:

Psychology B.A. requirements, which must include...

1. Psyc 307 Data Analysis (4 credits) as one elective
2. Application of Knowledge requirement met through completion of an Independent Research Thesis

Upon completing the curriculum above and graduating with at least a 3.5 GPA in Psychology Courses taken at Metropolitan State University, students receive:

1. "Graduation with Distinction" notation on their transcripts
2. Psi Chi membership fees covered through scholarship fund
3. Individualized mentorship

Course List

Prerequisites**Psychology Pre- or co-requisites Courses**

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

- PSYC 100 General Psychology
- PSYC 200 Fundamentals of Psychological Science
- PSYC 212 Introduction to Diversity and Ethics in Psychology

Requirements (120 total credits)**Psychology Required Courses**

- PSYC 312 Research Methods
- PSYC 405 History and Systems of Psychology

Psychology - Area I

One course from this area:

- PSYC 336 Social Psychology
- PSYC 363 Community Psychology

Psychology - Area II

One course from this area:

- PSYC 309 Cognitive Psychology
- PSYC 317 Human Factors
- PSYC 330 Psychology of Learning: Contemporary Theories and Applications
- PSYC 345 Biopsychology

Psychology - Area III

One course from this area:

- PSYC 300 Abnormal Psychology
- PSYC 332 Psychology of Personality

Psychology - Area IV

One course from this area:

- PSYC 301 Adolescent Psychology
- PSYC 302 Adult Development and Lifelong Learning
- PSYC 308 Child Psychology
- PSYC 311 Life Span Developmental Psychology

Psychology Electives (min. 10 credits)

Additional learning in psychology should be selected to form a coherent pattern appropriate to the student's goals and interests. Learning opportunities may include approved psychology-related courses, internships, faculty- or student-designed independent studies, prior learning assessments or theory seminars. With advisors' approval, students may select elective courses from among the following non-Psychology Department offerings.

- HSFS 338 Family: Racial, Gender and Class Dimensions
- HSER 344 Counseling Theories and Techniques
- HSER 351 Crisis Intervention Skills and Strategies
- MGMT 320 Organizational Behavior
- MKTG 310 Consumer and Professional Buyer Behavior
- SOC 305 Race and Ethnicity: Sociological Perspectives
- SOC 306 Deviance and Social Control
- ANTH 309 New Neighbors: The U.S. Hmong Community

ACADEMIC PROGRAMS

Psychology Minor

To complete a psychology minor, students are required to take a minimum of 20 credits of psychology. Twelve of these 20 credits must be taken at Metropolitan State and 15 credits must be upper division. According to university general education policy, 12 credits of the minor may overlap with general education/liberal studies credits.

Course List

Requirements (20 total credits)

Psychology Required Courses (8 credits)

- PSYC 100 General Psychology

One of the following classes is required:

- STAT 201 Statistics I
- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences
- PSYC 312 Research Methods
- PSYC 317 Human Factors

Psychology Electives - Guided (8 credits)

Students are to select 4 or more credits to reach the requirements; students taking STAT 201 are required to have only 12 upper division psychology credits.

Developmental area courses at Metropolitan State include: PSYC 301, PSYC 302, PSYC 308, PSYC 308T, PSYC 339.

One of the following classes is required:

- PSYC 300 Abnormal Psychology
- PSYC 332 Psychology of Personality
- PSYC 336 Social Psychology
- PSYC 363 Community Psychology
- PSYC 301 Adolescent Psychology
- PSYC 302 Adult Development and Lifelong Learning
- PSYC 308 Child Psychology
- PSYC 308T Child Psychology Theory Seminar
- PSYC 339 Working with Children in the Middle Years

ACADEMIC PROGRAMS

Public Relations Minor

The minor in public relations gives students the opportunity to develop competence in oral, written and visual communication as well as the critical thinking skills necessary to make strategic choices while developing communications campaigns. Students are introduced to a core set of skills and theories, best practices in communication, and professional standards relevant to the practice of public relations.

Note: This minor may be combined with the Professional Communication-Organization Track, but not with the Professional Communication-Public Relations Track.

Course List

Requirements (20 total credits)

Public Relations Minor Required Courses (16 credits)

- COMM 380 Public Relations Writing
- COMM 381 Public Relations Principles
- COMM 385 Media Relations
- COMM 481 Advanced Public Relations

Public Relations Minor Electives (4 credits)

- COMM 320 Individual Rights and Public Discourse
- COMM 351 Communication in Work Groups
- INFS 315 Searching for Information
- MDST 361 Visual Communication

ACADEMIC PROGRAMS

Religious Studies Minor

Religion is a central part of all cultures. From an academic perspective, the study of religion offers powerful insights into human behavior and cultures. Religious beliefs inform what people value and how they act. Religious differences are often used for political purposes, such as those seen in international conflicts and in American politics. On a personal level, many students have grown up with religious beliefs that sometimes sustain, and sometimes restrain, their development. Studying religion provides students, no matter what their upbringing, opportunities to expand both their personal perspectives and their analytical, critical thinking skills.

Sometimes students fear a conflict between the academic study of religion and personal faith. The teachers of the religious studies courses believe the study of religion can strengthen both thinking abilities and personal beliefs. These courses in religious studies present a diversity of traditions and offer students an opportunity to study religion in a supportive academic atmosphere. The courses incorporate multicultural perspectives, especially issues of race, gender, class, sexuality, disabilities and other differences.

Course List

Requirements (20 total credits)

Religious Studies Minor Required Course

This required course may be waived with faculty approval given comparable previous study.

- RELS 301 Introduction to Religious Studies

Religious Studies Minor Elective courses (16 credits)

- RELS 301 Introduction to Religious Studies
- RELS 302 Introduction to the Hebrew Bible (the Old Testament)
- RELS 303 Introduction to the Christian Scriptures (the New Testament)
- RELS 304 Introduction to World Religions
- RELS 305 Jewish-Christian Encounter
- RELS 306 The Spiritual Journey
- RELS 307 Civil Religion: Theory, Practice, Analysis
- RELS 308 World of Islam
- RELS 309 Justice, War and Peace in Judaism, Christianity and Islam
- RELS 312 Religious Traditions of China
- RELS 333 Race and Religion

- RELS 344 Religion and Psychology
- RELS 344 Religion and Psychology
- RELS 366 Religion, Morality and Contemporary U.S. Society
- RELS 377 Women and Religion
- RELS 390 Zen Buddhism in American Culture

ACADEMIC PROGRAMS

Research and Information Studies Minor

The Research and Information Studies Minor explores information studies as a discipline. Students develop professional level research skills and strategies using research libraries, online databases, regular collections and special collections, and archives. In addition to the joy of intellectual curiosity, courses cover many current issues including privacy, censorship, international sources, the evaluation of arguments, and the publishing industry. This is a useful minor for students interested in continuing their post-BA studies in the fields of library science, law, writing, and professional communication.

Course List

Requirements (18-20 total credits)

Research and Information Studies Required Courses (12 credits)

- INFS 315 Searching for Information
- INFS 338 The Craft and Commerce of Book Publishing
- INFS 340 Research in Special Collections and Archives

Research and Information Studies Electives (6-8 credits)

Note: INFS 350I is variable credit (2-4).

- ARTS 300 Museums and Galleries
- ARTS 302 Exhibition Practices
- INFS 518 Information Issues:
- HIST 301 Historical Interpretation
- INFS 350I Information Studies Individual Internship
- LIT 332 Adolescent Literatures
- MDST 520 Digital Storytelling
- MDST 580 Issues in Communication Technology

ACADEMIC PROGRAMS

Risk Management and Insurance Minor

The Risk Management and Insurance Minor at Metropolitan State University provides the student an in-depth study of the risk management process and the operational, legal, moral, and social issues surrounding the life, health, property, and casualty insurance industries along with the employee benefits area. The financial consequences of being exposed to pure risk are explored for individuals and businesses. The tools for handling these exposures are critically analyzed along with the process of implementing financial and other strategies to prepare for possible outcomes.

This minor introduces students to the risk management discipline and multiple career paths, including corporate risk manager, benefits manager, insurance agent/broker, underwriter, loss adjuster, consultant, and personal financial planner.

Course List

Prerequisites

This minor is designed for College of Management majors and students who have satisfied the following prerequisite or equivalent:

- ACCT 210 Financial Accounting

Requirements (16 total credits)

Risk Management Required Courses (12 credits)

- RMI 300 Risk Management and Insurance
- RMI 304 Life and Health Insurance
- RMI 306 Property and Casualty Insurance
- BLAW 310 Business Law: UCC and Contracts

Risk Management Elective Courses

One of the following classes is required:

- ECON 316 Health Economics
- HRM 544 Employee Benefits Management
- MKTG 435 Sales and Sales Management
- MKTG 456 Professional Negotiations
- PFIN 101 Personal Finance and Investing

ACADEMIC PROGRAMS

Screenwriting Major (BA)

The Screenwriting Major is a multidisciplinary program intended to cultivate original cinematic voices and provide the necessary creative skills and critical perspectives to practice screenwriting at a professional level. A core curriculum of screenwriting courses is supplemented with courses in film studies, creative writing, gaming, theater, television writing, and film production. This holistic approach recognizes the benefit of engaging in complementary fields of study that contributes to a deeper understanding of screenwriting, cinema, and self.

Declare Your Program

To be eligible for acceptance to the Screenwriting major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

Internships

Professional development opportunities and community engagement is woven into the curriculum. Internships and volunteering help bridge the gap between college and careers. Our goal is to educate curious and self-directed individuals capable of shaping their own futures.

Other Graduation Requirements

To graduate from Metropolitan State University with a bachelor of arts in screenwriting, students must complete at least 120 semester credits. Forty of these semester credits must be at the upper-division level (courses numbered 300 or above). In addition, students must complete while at the university, or transfer to the university, a number of courses to meet the general education and liberal studies requirements. Students must complete a minimum of 23-24 credits of the screenwriting major at Metropolitan State University.

Course List

Requirements (120 total credits)

Screenwriting Core Courses: Area One (20 credits)

Five core courses required

- SCRW 313 Beginning Screenwriting
- SCRW 314 New Screenplay Forms
- SCRW 315 Film Production and Editing I
- SCRW 415 Advanced Screenwriting
- SCRW 416 Projects in Screenwriting

Screenwriting Electives Courses: Area Two

Choose at least two of the following courses equaling at least 8 credits. No course can count in two areas.

- SCRW 383 Writing For Video Games
- IDST 370 Cinema, Self and Other
- MDST 560 Writing for Television
- MDST 371 American Film: Tradition and Trends
- MDST 370 Contemporary Cinema
- MDST 378 World Cinema
- MDST 330 Topics in Film Studies

Screenwriting Electives Courses: Area Three

Choose at least four of the of the following courses equaling at least 15-16 credits. No course can count in two areas.

- SCRW 410 Film Production and Editing II
- WRIT 251 Introduction to Creative Writing
- WRIT 324 Topics in Writing
- WRIT 353 Writing Short Fiction
- SCRW 383 Writing For Video Games
- MDST 560 Writing for Television
- THEA 321 Directed Readings in Theater
- THEA 345 Acting III
- THEA 346 Topics
- THEA 387 Theater History II: Contemporary
- THEA 400 Playwriting I
- ARTS 115 Introduction to Photography
- IDST 370 Cinema, Self and Other
- LIT 301 The Short Story
- LIT 342 American Literature: 1870-Present
- MDST 370 Contemporary Cinema
- SCRW 350I Screenwriting Individual Internship

ACADEMIC PROGRAMS

Screenwriting Minor

The Screenwriting minor is intended for the student who is interested in learning the basics of writing a screenplay. A course of study presents screenwriting as a creative and personal art form. The minor may complement other fields such as theater or creative writing, or it may be appropriate for someone who simply loves movies. Electives provide critical and practical perspectives with offerings in digital film production and film theory.

Course List

Requirements (16 total credits)

Screenwriting Minor Required Course (4 credits)

- SCRW 313 Beginning Screenwriting

Screenwriting Minor (4 credits)

Choose 1 course from list below

- SCRW 314 New Screenplay Forms
- SCRW 315 Film Production and Editing I

Screenwriting Minor (8 credits)

Choose 2 courses from list below, as long as it is not repeated in any other area

- SCRW 314 New Screenplay Forms
- SCRW 315 Film Production and Editing I
- SCRW 383 Writing For Video Games
- SCRW 410 Film Production and Editing II
- SCRW 415 Advanced Screenwriting
- MDST 370 Contemporary Cinema
- MDST 560 Writing for Television
- IDST 370 Cinema, Self and Other

ACADEMIC PROGRAMS

Social Science Generalist Track (BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from three tracks: disciplinary (anthropology, political science and sociology), global studies and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience. The learning outcomes for a social science major are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor.

Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Generalist Track Lower-division Electives (up to 9 credits)

Students may select courses in anthropology, geography, political science, social science, and sociology. Students may not apply more than 6 credits in any one discipline.

Survey Courses (12 credits, select one course from each of the three disciplines):

- ANTH 301 Approaches to Cultural Anthropology
- ANTH 302 Gender and Culture
- POL 301 Citizenship in a Global Context
- POL 321 World Politics
- SOC 301 Contemporary Sociology
- SOC 302 Interpersonal and Social Power: A View from Below

Social Science Core Courses (19-20 credits)

Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Generalist Track Upper-division Electives (to reach 40 credits)

Students may select 300-level courses in anthropology, political science, and sociology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives

ACADEMIC PROGRAMS

Social Studies Teaching (BS)

(Social Studies Licensure Grades 5-12)

The BS in Social Studies Teaching Option is designed to provide students with both a strong foundation in social science disciplines and the intellectual skills necessary for excellence as an urban school teacher, grades 5 through 12. The major meets the Minnesota Board of Teaching standards for social studies and combined with the program offered through the university's Urban Education Program, provides a path to licensure as a social studies teacher, grades 5-12. The Social Studies Major (Urban Teacher Program) begins with several basic assumptions about the attributes of an effective social science teacher:

- Effective social studies teachers share with other liberally educated people the ability to think critically and communicate fluently.
- Effective social studies teachers care deeply about their subject and are able to convey that passion and interest to their students.
- Effective social studies teachers are interdisciplinary; they can synthesize and apply core concepts from a variety of social science fields to enhance their own and their students understanding of a topic or subject area.
- Effective social studies teachers have developed a sociological imagination: they are able to link personal experience with larger socioeconomic forces and help their students do the same.
- Effective social studies teachers are culturally reflective and aware; they are willing to engage in an ongoing process of reflection and analysis of the social and cultural roots of their own values, behaviors and beliefs, and those of the students and community they will be working with.
- Effective social studies teachers are empowered; they are able to think realistically and hopefully about ways citizens can act positively to change their communities.
- Effective social studies teachers have acquired the passion and tools for lifelong learning.

Declare Your Program

To be eligible for acceptance to the Social Studies Teaching major (Grades 5-12), students must submit a College of Sciences Undergraduate Program Declaration Form when they have completed all of the requirements from the Guide to Admission in the Urban Teacher Program.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Teaching Licensure Grades 5-12

Students completing the Social Studies Teaching major also need to complete EDU and SSED courses for Minnesota Teaching Licensure for Social Studies grades 5-12 through the Urban Teacher Program in the School of Urban Education. For information about program admission, licensure coursework, and student teaching, please contact the School of Urban Education. Please note that the university's Urban Teacher Program (UTP) has the primary responsibility for recommending students for licensure. For more information, visit the Grades 5-12 licensure for Urban Secondary Education page in the catalog.

Course List

Requirements (44-47 total credits)

Social Studies Teaching Foundation Courses (22-23 credits)

A minimum of 8 credits from foundation coursework is required for admission to the Urban Teacher Program.

The following three courses are required:

- GEOG 201 Introduction to Geography
- POL 101 Introduction to American Government and Politics
- SSCI 100 Introduction to Social Science

Social Studies Teaching Foundation - History Courses

Social Studies Teaching Foundation - History

- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

Social Studies Teaching - Choose one of the following:

- ECON 201 Macroeconomics
- POL 319 Politics, Markets and Society
- SOC 319 Politics, Markets and Society

Social Studies Teaching Core Courses (18-20 credits)

Choose one of the following courses:

- ANTH 302 Gender and Culture
- HIST 394 Comparative Women's History

Social Studies Teaching Core - Choose one of the following:

- ETHS 302 Immigrant Communities and the Trajectories of Othering
- ETHS 309 Race and Public Policy
- ETHS 311 Understanding Racial and Ethnic Groups in the United States

Social Studies Teaching Core - Choose one of the following:

- ETHS 232 American Indians in Minnesota
- ETHS 332 Topics in Contemporary Native North America

Social Studies Teaching Core - Choose one of the following:

- POL 301 Citizenship in a Global Context
- POL 321 World Politics

Social Studies Teaching Core Required Course

- HIST 301 Historical Interpretation

Social Studies Teaching Capstone Course

Students are required to complete at least 30 credits in the major before taking the following required course:

- SSCI 401 Social Science Seminar: Contending Perspectives

ACADEMIC PROGRAMS

Social Work (BSW)

The mission of the Metropolitan State University social work program is to integrate the values, knowledge and skills inherent to social work into an academic program that will enable graduating, multicultural competent bachelor's level students to engage in generalist social work practice that will meet the needs of the increasingly racially diverse Twin Cities communities. The program will prepare students for generalist social work practice with client systems of various sizes and types with special emphasis on Native Americans and communities of color. This program will build on a Liberal Arts base and will provide a foundation curriculum that contains the profession's values, knowledge and skills.

Declare Your Program

To be accepted to the social work program, applicants must demonstrate commitment to and have work or volunteer experience servicing communities of color and/or Native American communities. Applicants must complete all of the prerequisite coursework, have at least 60 semester credits of general education and complete a Social Work Program Application form. If the student is accepted into the program, a faculty advisor will submit a College of Community Studies and Public Affairs Undergraduate Program Declaration Form.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan. The social work program has four main components.

Before being considered for admission to the social work program, the student must complete a minimum of 60 semester credits with 48 credits across each of the 10 goal areas of the General Education/Liberal Studies (GELS) that include the following prerequisites with a minimum of three credits in each of the following:

- Introduction to Social Work,
- Psychology,
- Sociology,
- Anthropology,
- Political science,
- Human Biology or Biology of Women, and
- Racial/ethnic awareness (content is about people of color and/or Native Americans in the U.S.)

- Core Courses: 32 credits in core curriculum required courses in addition to statistics;
- Field Courses: 16-19 credits of field practica including five credits in a community learning center serving people of color or Native Americans, five credits in a mainstream social work setting and six to nine credits in a field practice seminar;
- Other: a three or four credit course in statistics, eight upper division (300 level and up from Metropolitan State) liberal studies credits for courses from two different disciplines and two elective credits.

In order to pursue the bachelor of social work degree, students must complete and submit a separate application to the social work department.

Course List

Requirements (120 total credits)

Social Work Practice (8 credits total)

- SOWK 321 Social Work Practice I
- SOWK 522 Social Work Practice II

Social Work Racial/Ethnic Analysis (8 credits total)

- SOWK 341 Comparative Racial/Ethnic Analysis I
- SOWK 542 Comparative Racial/Ethnic Analysis II

Social Work Social Policy (4 credits total)

- SOWK 360 Social Welfare History and Policy

Social Work Research (8 credits total)

- SOWK 351 Social Research
- SOWK 552 Community Research and Advocacy

Social Work Human Behavior in Social Environment (4 credits total)

- SOWK 333 Human Behavior in the Social Environment

Social Work Field Practica (10 credits total)

- SOWK 391 Community Learning Center Practicum
- SOWK 591 Social Work Senior Practicum
- SOWK 592 Multicultural Child Welfare Senior Practicum

Social Work Field Seminar (6-9 credits total)

- SOWK 381 Community Learning Center Seminar
- SOWK 582 Social Work Capstone Seminar
- SOWK 584 Multicultural Child Welfare Field Seminar

ACADEMIC PROGRAMS

Sociology Minor

Program Overview

A minor in sociology is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and international business. Such a minor is also an excellent complement for liberal arts students who are majoring in history, gender studies, professional communication, ethnic studies or philosophy.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Social studies majors may NOT minor in anthropology, political science or sociology.

At least half of the credits required for the minor must be completed at Metropolitan State University. Students must earn a grade of C- or above in all minor courses.

Transfer courses may be applicable to minor requirements. The university's degree audit will specify transfer courses that are directly equivalent to minor requirements; other transfer courses must be approved by the chair of the Social Science Department. Only one lower division course (100 or 200 level) will be accepted for the minor.

Course List

Requirements (19-20 total credits)

Lower Division Elective (3-4 credits)

Any 100 or 200 level course in Sociology including SOC 101

- SOC 101 Introduction to Sociology

Sociology Minor Survey (4 credits, select one)

One of the following classes is required:

- SOC 301 Contemporary Sociology
- SOC 302 Interpersonal and Social Power: A View from Below

Sociology Minor Upper-division (12 credits)

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 401 Social Science Seminar: Contending Perspectives
- SSCI 501 Great Ideas: Classics of Social Science

ACADEMIC PROGRAMS

Sociology (Social Science Major Track BA)

The social science major offers students an integrated and intellectually challenging approach to understanding social reality and the public issues that shape today's world. The program combines a strong commitment to higher order reading, writing, and thinking with extensive opportunities to integrate these academic skills with community-based experience. Department faculty are award-winning educators, committed to the intellectual, professional and civic development of their students.

The program is built on a strong foundation of interdisciplinary social science. Social science majors choose from three tracks: disciplinary (anthropology, political science and sociology), global studies and generalist. In addition, all students participate in an interdisciplinary series of advanced courses that provide a creative and rigorous educational experience. The learning outcomes for a social science major are:

- to know and understand the essential concepts of social science;
- to comprehend the historical foundations and theoretical approaches of social science;
- to plan and carry out social science research; to develop higher order thinking skills by analyzing and interpreting social science literature;
- to write analytically in a style that is informed, well-reasoned and literate;
- to recognize and understand the social significance of gender and sexual orientation, race and ethnicity, religion, social class and physical ability;
- to understand and utilize a global perspective; and
- to develop civic skills and ethical awareness by participating in community-based learning and program internships.

Declare Your Program

To be eligible for acceptance to the Social Science major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Requirements

At least half of the credits required for the major must be completed at Metropolitan State University. Students must earn a grade of C- or above in all major courses. Student should select lower division electives and upper division electives in consultation with an advisor.

Transfer courses may be applicable to major requirements. The university's degree audit will specify transfer courses that are directly equivalent to major requirements. Other transfer courses must be approved by a faculty advisor in the department.

Course List

Requirements (120 total credits)

Social Science Requirements (40 credits)

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Sociology Track Electives Lower-division (up to 9 credits)

Students may also take:

- SSCI 100 Introduction to Social Science

Social Science Sociology Track Survey Courses (4 credits, select one course)

- SOC 301 Contemporary Sociology
- SOC 302 Interpersonal and Social Power: A View from Below

Social Science Core Courses (19-20 credits)

Sequencing: SSCI 300, SSCI 311, SSCI 501 and SSCI 451 or SSCI 452 must be taken in four separate semesters in the order listed above. SSCI 300 and SSCI 311 may be taken concurrently with departmental approval.

- SSCI 300 Seeing Like a Social Scientist
- SSCI 311 Research Methods in Social Science
- SSCI 365 Social Science Internship: Leadership in Organizations and Public Life
- SSCI 501 Great Ideas: Classics of Social Science
- SSCI 451 Empirical Research Capstone

Social Science Sociology Track Electives Upper-division (to reach 40 credits)

Select 300-level courses in sociology. Students may also take:

- SSCI 401 Social Science Seminar: Contending Perspectives

ACADEMIC PROGRAMS

Studio Arts Major (BA)

Since the beginning of human history, people have had a need to create images and objects. These impulses emerge for different reasons--communication, commerce, an act of devotion, a necessity for utilitarian wares, personal expression, decoration, therapy, and so on. Courses offered in Studio Arts allow students to examine the history of art and craft, sharpen critical thinking skills, hone their talents, and prepare for graduate school and careers in the visual arts.

The faculty in the program are accomplished professionals with national and international exhibition histories. Many have won prestigious awards, such as the Minnesota State Arts Board Artist Initiative Grant, the Jerome Foundation Fellowship and the MCAD/McKnight Artist Fellowship.

Recognizing that there may be transfer students from other institutions, students should work with the Studio Arts faculty advisor (Erica Rasmussen) to make sure that equivalent classes can count toward the major. At least half of the credits for the major must be taken in residence.

Course List

Requirements (38 total credits)

Studio Arts Required Courses (24 total credits)

- ARTS 106 Introduction to Drawing
- ARTS 115 Introduction to Photography
- ARTS 300 Museums and Galleries
- ARTS 304 Topics in Fibers
- ARTS 307 Painting
- ARTS 400 Capstone Seminar

Studio Arts Electives (14 credits from the following):

- ARTS 301 Current Topics: Variable Subtitles
- ARTS 302 Exhibition Practices
- ARTS 304 Topics in Fibers
- ARTS 306 Intermediate Drawing
- ARTS 309 Photography: History of a Visual Artform
- ARTS 311 Watercolors
- ARTS 316 Intermediate Photography
- ARTS 320 Topics in Clay: Variable Subtitles

- ARTS 350I Arts Individualized Internship
- HUM 333 The Photo and the Other
- SCRW 315 Film Production and Editing I
- WRIT 377 Writing Proposals and Grants

ACADEMIC PROGRAMS

Studio Arts Minor

Since the beginning of human history, people have had a need to create images and objects. These impulses emerge for different reasons--communication, commerce, an act of devotion, a necessity for utilitarian wares, personal expression, decoration, therapy, and so on. Courses offered in studio arts allow students of various skill levels to examine the history of art and craft, sharpen critical thinking skills, and explore the possibilities of the sometimes instinctive and elusive creative process. To these ends, a minor is offered in studio arts.

Course List

Requirements (20 total credits)

Studio Arts Minor Required Course (4 credits)

One of the following classes is required:

- ARTS 106 Introduction to Drawing
- ARTS 115 Introduction to Photography

Studio Arts Minor Electives (16 credits from the following)

- ARTS 300 Museums and Galleries
- ARTS 301 Current Topics: Variable Subtitles
- ARTS 302 Exhibition Practices
- ARTS 304 Topics in Fibers
- ARTS 306 Intermediate Drawing
- ARTS 307 Painting
- ARTS 309 Photography: History of a Visual Artform
- ARTS 311 Watercolors
- ARTS 316 Intermediate Photography
- ARTS 320 Topics in Clay: Variable Subtitles

ACADEMIC PROGRAMS

Supply Chain and Operations Management (BS)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Business Transfer Pathway AS at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

The Supply Chain and Operations Management major prepares students for a wide range of careers in business, government and not-for-profit organizations. It is a degree that is focused on Supply Chain and Operations Management careers.

With increased globalization and international trade, goods and services cross national boundaries. Also, many organizations seek services, products, raw materials and parts from domestic and international sources. To manage the complex network of internal facilities and to coordinate with vendors, companies requires supply chain and operations experts.

In this degree, students will acquire knowledge of logistics, transportation, supply chain management, inventory and warehousing, sourcing and purchasing, supply chain systems, and planning and control of activities related to distribution of goods and raw materials. The courses combine diverse management, finance, and marketing skills and focus on technical and managerial skills required by supply chain and operations professionals.

Students can aspire to careers as varied as business analyst, supply chain analyst, materials management analyst, supply chain project manager, logistics planner, transportation planner, retail analyst, retail store manager, production supervisor, sales and operations planner, buyer, purchasing manager, and global trade analyst.

There are many professional organizations to which students can belong to enhance their careers. These organizations provide the ability to learn industry practices and make contact with industry professionals. Some of organizations include Council of Supply Chain Management Professionals (CSCMP); American Production and Inventory Control Society (APICS); American Society of Transportation & Logistics (ASTL); Institute for Supply Management (ISM) and Institute of Supply Chain Management (IoSCM).

Declare Your Program

To be eligible for acceptance to the Supply Chain and Operations Management major, students must submit a College of Management Undergraduate Program Declaration Form when the following is completed:

- COM Foundation Courses with a grade of C- or better

The COM Foundation Courses are prerequisites for many upper division College of Management courses. Completing these courses early in your program will help you succeed and have the most valuable experience in other College of Management courses.

Requirements

Courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer to the university, a number of courses to meet General Education and Liberal Studies (GELS).

In addition, courses required for your specific program are listed in the right column on this page. They include prerequisite, foundation, core and elective courses. Contact your advisor with questions concerning your degree plan.

Unrestricted electives as needed to total a minimum of 120 credits.

Many College of Management courses are sequenced and build on previous learning. Students must complete course prerequisites before registering for a course which requires prerequisites. In addition, students must complete 30 credits of coursework, including introductory and intermediate writing before they can register for College of Management upper division courses (those numbered 300 and above). MGMT 499 Case Studies in Strategic Management is a capstone class which should be taken during the last semester of the student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management consistent with the requirements of Minnesota State Policy 3.2 and Minnesota State Procedure 3.21.1 (Undergraduate Course Credit Transfer). COM faculty will accept a course as meeting a COM major or minor requirement **if the course content is**

equivalent to or acceptable in place of a Metropolitan State University course as determined by COM faculty;

- the course was taught at a similar or higher level as the comparable COM course;
- the content and level of the course are consistent with state/national-level professional, industry and licensure standards; and
- the grade earned in the course is "C-" or "S" or higher.

Management information systems transfer courses must meet "sunset" policy requirements which specify the maximum time between when the course was taken and when the student was admitted to Metropolitan State. If a course is not accepted because too much time has elapsed since the course was completed, a student may demonstrate competence in some courses via exam. Formal articulation agreements between Metropolitan State and other institutions identify transfer of courses between those institutions.

Credit and Residency Requirements

Students in each of the College of Management bachelor of science major programs must complete a minimum of 20 credit hours of their major requirements and/or major electives at Metropolitan State University. In addition, students must complete at least 30 credits at Metropolitan State University in order to graduate.

College of Management Double Major Policy

Students may combine any two majors in the College of Management as a double major as long as there are at least 24 upper division semester credits of coursework in the second major that do not overlap the first major. Both majors must be completed at the time of graduation.

Course List

Requirements (120 total credits)

COM Foundation Courses (22 credits)

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- ECON 201 Macroeconomics
- ECON 202 Microeconomics
- ACCT 210 Financial Accounting

COM Business Core Courses (20 credits)

- DSCI 434 Introduction to Operations Management
- FIN 390 Principles of Finance
- MGMT 310 Management Principles and Practices
- MIS 310 Principles of Management Information Systems
- MKTG 300 Marketing Principles

Supply Chain and Operations Management Required Courses

- DSCI 440 Supply Chain Planning and Control
- MKTG 455 Logistics in Supply Chain
- DSCI 450 Supply Chain and Operations Management Strategy

Supply Chain and Operations Management Elective Courses (14 credits from of the following courses)

- DSCI 350I Decision Sciences Individual Internship
- DSCI 415 Special Topics in Supply Chain and Operations
- DSCI 420 Project Management
- IBUS 311 International Business Environment and Operations
- MGMT 340 Managing Quality
- MKTG 449 Fundamentals of Purchasing Management
- MIS 456 Supply Chain Information Systems
- ACCT 320 Strategic Management Accounting

COM Capstone Course (4 credits)

- MGMT 499 Case Studies in Strategic Management

ACADEMIC PROGRAMS

Supply Chain and Operations Management Minor

Supply chain management and operations management are becoming increasingly important in organizations today. More emphasis is being placed on relationships between organizations and their upstream suppliers and downstream distribution channels. Supply chain management and operations management are concerned with the flow of materials, information, and money between suppliers, producers and servicing organizations, and customers. The procurement of goods and services, management of inventories, transportation to and from production and service facilities, distribution of goods and services, and information systems support are all key issues in supply chain and operations management. Also, organizations are increasingly seeking improvements in operations through many different initiatives, such as quality management, lean systems, and information systems implementation. Possible career paths include positions in purchasing, transportation management, inventory management, forecasting, production planning and management, service management, distribution, and retail management.

This minor will provide students with the supply chain and operations management core concepts and skills that will add depth and breadth to students majoring in other disciplines. Supply chain and operations management adds an additional skill set and knowledge base for those students with majors in the College of Management. For those with prior experience in the areas of supply chain and operations management, there exists a pathway to the minor based on certifications from professional organizations such as APICS (www.apics.org), ISM (www.ism.ws), and CSCMP (www.cscmp.org). This is especially relevant for those choosing Individualized Majors.

Course List

Requirements (16-24 total credits)

Business Majors Requirement

Students pursuing one of the business majors in the College of Management are required to take the following courses listed below in their business programs. Students with CPIM, CSCP, SCPro or similar professional certifications and/or extensive professional experience in the field may contact the curriculum coordinator to discuss a waiver for DSci 434 Introduction to Operations Management and required prerequisites for the Supply Chain and Operations Management MINOR only.

- MIS 100 Fundamentals of Information Technology in Organizations
- MATH 115 College Algebra
- STAT 201 Statistics I
- MGMT 310 Management Principles and Practices

- DSCI 434 Introduction to Operations Management

Supply Chain and Operations Management Required Courses (12 credits)

- MKTG 455 Logistics in Supply Chain
- DSCI 440 Supply Chain Planning and Control
- DSCI 450 Supply Chain and Operations Management Strategy

Supply Chain and Operations Management Elective Courses (4 credits)

- ACCT 320 Strategic Management Accounting
- DSCI 415 Special Topics in Supply Chain and Operations
- DSCI 420 Project Management
- IBUS 311 International Business Environment and Operations
- MGMT 340 Managing Quality
- MIS 456 Supply Chain Information Systems
- MKTG 449 Fundamentals of Purchasing Management
- DSCI 350I Decision Sciences Individual Internship

ACADEMIC PROGRAMS

Technical Communication and Professional Writing (BA)

The major in Technical Communication and Professional Writing provides students with a foundation in the writing, editing, research, and digital communication skills that are essential for writing professionals in industry, government, non-profit, and freelance careers. Faculty who teach in the program combine academic and workplace experience, educating students in both ideas and implementation, principles and practice.

In addition to completing a core curriculum, students select a track in either Technical Communication or Professional Writing to complete the major.

Technical Communication Track:

Technical communication is a growing field that has become an increasingly important mediator between technologies and the people who use them. Students completing this track take classes in technical writing, advanced Web writing and design, the use of instructional media, and trends in communication technology. The Technical Communication track prepares students for careers in growing areas such as web content development and design, online education and training, technical editing, technical marketing communications, and product documentation.

Professional Writing Track:

The Professional Writing track prepares students to become creative, versatile, and digitally savvy communicators who understand how to write and edit in both print and electronic environments. Students in this track take classes in writing for publication, as well as writing for social media and multimedia. They also choose from a rich array of electives, including courses in grant writing, freelance writing, book publishing, public relations writing, and screenwriting. The Professional Writing track prepares students for careers in such fields as nonfiction writing and editing, grant writing, writing for marketing or public relations, employee communications, web content development, and print and electronic publishing.

Course List

Prerequisites

Technical Communication Core Curriculum - Prerequisites (4 credits)

- WRIT 301 Professional and Technical Writing Careers
- WRIT 280 Digital Tools for Writing and Communication

Requirements (120 total credits)**Technical Communication Core Curriculum Required Courses (23-24 credits)**

- INFS 315 Searching for Information
- WRIT 302 Content Strategy
- WRIT 371 Editing
- WRIT 372 Document and Information Design I
- WRIT 373 Writing and Designing for the Web I
- WRIT 350I Writing Individual Internship
- WRIT 461 Writing and Technical Communication Capstone

Technical Communication Track Requirements (7 credits)

- WRIT 271 Technical Writing
- WRIT 574 Usability and User Experience

Technical Communication Track Electives (4 credits)

- WRIT 375 Environmental Communication
- WRIT 377 Writing Proposals and Grants
- MDST 485 Communicating with New Media
- MDST 520 Digital Storytelling
- MDST 580 Issues in Communication Technology
- WRIT 531 Advanced Writing
- WRIT 571 Advanced Editing
- WRIT 599 Advanced Topics
- MDST 583 Online Education and Training
- INFS 338 The Craft and Commerce of Book Publishing

Professional Writing Track Requirements (8 credits)

- MDST 485 Communicating with New Media

One of the following classes is required:

- WRIT 341 Writing the News in a Digital World
- WRIT 344 Writing for Publication and Profit

Professional Writing Track Electives (4 credits)

One class from the following:

- WRIT 324 Topics in Writing
- WRIT 377 Writing Proposals and Grants
- WRIT 531 Advanced Writing
- WRIT 532 Writing about Place

- WRIT 571 Advanced Editing
- WRIT 583 Writing Major Projects
- WRIT 599 Advanced Topics
- INFS 338 The Craft and Commerce of Book Publishing
- MKTG 348 Advertising Copywriting, Design and Production
- MDST 520 Digital Storytelling

ACADEMIC PROGRAMS

Technical Communication Minor

The technologies around us change rapidly and constantly, and the Technical Communication minor teaches students how to communicate about technology to a wide range of audiences, using print and online media. Students pursuing degrees in many areas (such as computer science, natural science, business, or liberal arts) may enhance their marketability due to the applied nature of the minor. Graduates will be able to apply principles of audience analysis to technical communication situations; analyze and create a website that effectively communicates with its audience; and apply technical communication skills to all of their writing.

The goal of the minor is to strengthen students' abilities to write about technology and to use technology to write. You will learn basic principles of editing, document design, and web design.

Course List

Requirements (17 total credits)

Technical Communication Minor Required Courses

Up to eight (8) credits may be transferred

- WRIT 271 Technical Writing
- WRIT 301 Professional and Technical Writing Careers
- WRIT 371 Editing
- WRIT 371 Editing
- WRIT 372 Document and Information Design I
- WRIT 373 Writing and Designing for the Web I

ACADEMIC PROGRAMS

Theater Major (BA)

Transfer Pathways offer students a powerful option: the opportunity to transfer to Metropolitan State, or one of the other six Minnesota State universities, with junior-year status after completing the Theater Transfer Pathway AA/AFA at one of our partner institutions. The curriculum has been specifically designed so that all courses in the Transfer Pathway associate degree will directly transfer and apply to the designated bachelor's degree programs in a related field. Visit Metropolitan State University's Transfer Resources for more information.

Program Overview

The theater program is designed to provide students with a basic understanding of and critical appreciation for the basic elements of theater, including acting, directing, and playwriting. Among the hallmarks of the theater degree is an emphasis on students creating original works, allowing valuable insight into the creative process and its practical applications. Additionally, a study of the great traditions of theater and the development of skills can empower students toward their own clear and original voice, a valuable asset in any profession. For this reason, the program also encourages the integration of theater skills and theory within other disciplines and individual studies. Students are welcome to contact a theater program advisor to better focus these integrations.

Metropolitan State University encourages experiential internships with Twin Cities area theaters and offers credit for prior learning experience. A BA in theater is offered through university collaboration with the Minneapolis Community and Technical College (MCTC), where Metro's program is located, and classes are integrated from the existing curricula of the two institutions. Students may also enter Metropolitan State's upper division program with similar credits from other accredited programs.

Declare Your Program

To be eligible for acceptance to the Theater major, students must submit a College of Arts and Sciences Undergraduate Program Declaration Form. Consult with an advisor before enrolling in courses toward the major.

Note: It is highly recommended that theater majors and minors take one of the following two courses before proceeding to the major or minor.

Minneapolis Community and Technical College or equivalent lower-division transfers. (Maximum of 14 lower-division credits)

- THTR 1104 Introduction to Acting **or**
THTR 1160 Acting in Multicultural Theater **or**
THTR 2105 Introduction to Acting II
- THTR 1145 Stagecraft: Scene Design and Lighting
- THTR 1161-69 Theater Topics **or**
any THEA course available at Metropolitan State University
- THTR 2145 Introduction to Directing
- THTR 2150 Theater History I

Electives

Theater majors are encouraged to enhance their degree programs by completing elective courses in some of the following areas: Shakespeare, creative writing, screenwriting, studio arts, music, intermedia arts, media studies, literature, and storytelling.

Recognizing that there may be transfer students from other two-year institutions, students should work with theater faculty advisors to make sure that equivalent classes can count toward the major.

Course List

Requirements (120 total credits)

Metropolitan State Courses (min or 22 upper-division credits)

Metropolitan State University courses are listed in suggested order. Note: The major and minor degree program require a minimum of two THEA 351 Production and Performance credits off-stage (scenery, props, running crew, marketing, house management, costumes, etc.). Additional THEA 351 credits (a maximum of six) may be taken as electives in the area of performance.

- THEA 321 Directed Readings in Theater
- THEA 351 Production and Performance Laboratory
- THEA 387 Theater History II: Contemporary
- THEA 400 Playwriting I
- THEA 540 Directing and Creating Theater

One of the following classes is required:

- THEA 345 Acting III
- THEA 445 Advanced Acting

ACADEMIC PROGRAMS

Theater Minor

Skills and insights acquired through the study of theater can be life enhancing. A Theater Minor can be focused beyond the basic requirements to provide for an individualized study, encouraging the integration of theater skills and tools within many other disciplines. Specifically, in the minor, students acquire a basic understanding of, and critical appreciation for, contemporary theater art. Additionally, an appreciation of the great traditions of the theater experience on and off stage, and studies in playwriting, acting, improvisation, directing, etc. can enhance creativity, aesthetic engagement, leadership and an increased ability to achieve across the curriculum, empowering students toward effective communication and a clear, authentic "voice."

The theater minor is flexibly aimed at integration with other majors, but it may be supported by courses in: Shakespeare, creative writing, screenwriting, studio arts, music, experimental intermedia arts, media studies, literature, and storytelling.

Requirements

The major and minor degree programs require a minimum of two practicum credits throughout the course of study through THEA 351 Production and Performance Laboratory, where students work in a department shop (scenery, props, marketing, and costumes), or perform as actors, running crew, board operation, set-up/strike crew, house management, etc. for the run of a production.

Course List

Requirements (22 total credits)

Theater

Courses are listed in suggested order:

Program note: Internship/Independent Study is also an option, Instructor's permission required.

- THEA 321 Directed Readings in Theater
- THEA 351 Production and Performance Laboratory
- THEA 387 Theater History II: Contemporary
- THEA 400 Playwriting I
- THEA 540 Directing and Creating Theater

One of the following classes is required:

- THEA 331 Voice: Speaking from Experience
- THEA 345 Acting III

ACADEMIC PROGRAMS

Training and Adult Development Minor

The training and adult development minor focuses on employee/staff training and adult development and examines the training roles and functions within human services organizations. Attention is given to identifying training needs, strategies for meeting those needs, information on adult learning and the overall purpose of employee development and training. Students learn how to develop and design complete training programs and are prepared to work in organizations as trainers, managers or directors.

- The training and adult development minor is a 20-credit curriculum option with two main components:
- Three required four-credit courses intended to acquaint students with theoretical and practical components of adult learning and theory, training design and instruction, and the overall purpose of training and adult development;
- Two elective four-credit courses are selected from a series of courses; and
- Students who have not worked in training and adult development are advised to complete a pre-practicum and practicum internship in training and adult development. Students with extensive experience in training and adult development may receive credits through the assessment of prior learning process or take an additional elective course.

Course List

Requirements (20 total credits)

Training and Adult Development Minor Required Courses (12 credits)

- HSTD 394 Staff Training and Adult Development
- HSTD 393 Training Design and Instruction
- HSTD 389 Organizational Development and Change

Training and Adult Development Minor Electives (4-8 credits)

- HSA 369 Program Evaluation
- HSER 331 Human Services Group Practicum and Seminar
- HSTD 386 Creative Problem-solving Concepts and Methods
- HSTD 390 Conflict Resolution
- HSTD 397 Career Pathing
- HSTD 399 The Changing Workplace
- HSTD 498 Human Services Organization Consulting Approaches and Techniques

- MDST 485 Communicating with New Media
- MGMT 360 Managing a Diverse Workforce
- PSYC 302 Adult Development and Lifelong Learning

ACADEMIC PROGRAMS

Urban Early Childhood Education for Birth - Grade 3 Licensure (BS)

The Urban Early Childhood Education major in School of Urban Education (UED) is designed to meet the needs of urban early learning settings for teachers who can promote young children's development from birth to age 8 and improve their educational achievement up to grade 3 with positive impact lasting a lifetime. The School prepares prospective teachers who can build on the talents and resiliency of diverse urban learners for success in school and life. Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and providing equal educational opportunity. By attracting teachers of color and low-income or first generation college students into teaching careers, the School provides urban schools with competent educators who can relate to the experiences of culturally and linguistically diverse youth and their communities.

The mission of the School is twofold: 1) to increase the number of well-prepared teachers of color in Minneapolis, St. Paul and inner-ring suburbs so that the teaching workforce reflects the ethnically diverse population of students and their communities; and 2) to empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.

Visit the website or call 651-999-5920 for more information.

Declare Your Program

To be eligible for acceptance to the Urban Early Childhood Education major and birth-grade 3 licensure program, students must submit a School of Urban Education Undergraduate Program Declaration Form and apply for admission to the Urban Teacher Program. To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Guide to Admission in the Urban Teacher Program.

Course List

Prerequisites

Required Admission Courses

The following courses are open to all students and are among the requirements for admission to the Urban Teacher Program.

In addition to the below list a UTP-approved ethnic studies course (contact the School for a list) and the University General Education Requirements (All 10 Goal Areas completed, 40 cr).

- EDU 200 Introduction to Urban Education and Reflective Teaching
- EDU 203 Multicultural Education
- PSYC 308 Child Psychology
- PSYC 417 Language and Communication Development in Early Childhood Education

Requirements (64 total credits)

Core I: Foundation Courses

NOTE: Core I courses include 25 hours of documented urban field experiences

- EDU 321 Urban Infant-Toddler Curriculum and Practicum
- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6
- EDU 341 The Child and the Family in an Urban Setting
- EDU 361 The Arts in Early Childhood and Elementary Education
- EDU 383 Information Technology for K-12 Education

NOTE: CORE II courses include 25 hours of documented urban field experiences

- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five
- PSYC 359 Positive Behavior Guidance
- EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum
- EDU 311 Urban Teaching Practicum and Seminar
- EDU 325 Emergent Literacy in Urban Early Childhood Education
- EDU 333 Assessment of Learning in Urban Grades K-6

Core III: Professional Education Courses

NOTE: CORE III courses include 30 hours of documented urban field experiences

- EDU 330 Teaching Children's Literature in Urban Grades K-6
- EDU 481 Urban Grades 1-6 Curriculum and Practicum
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6
- EDU 484 Teaching and Assessing Children with Disabilities Birth-Grade 6

Core IV: Professional Education Courses

NOTE: CORE IV courses include 40 hours of documented urban field experiences

- EDU 486 Teaching Math and Science In Urban Grades 1-3
- EDU 487 Methods of Teaching Reading in Urban Grades K-6

- EDU 450 Advanced Urban Teaching Practicum and Seminar
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6

One of the following classes is required:

- EDU 430 Historical and Cultural Foundations of Urban Education
- PSYC 356 Early Childhood Development within a Social/Cultural and Historical Context

Pre-Professional Teaching Experience (9 cr total, Prerequisites: ALL CORE I, II, III & IV requirements)

- EDU 485 Student Teaching in the Urban PreK-Kindergarten Classroom
- EDU 475 Student Teaching in the Urban Infant-Toddler Classroom
- EDU 490 Student Teaching in the Urban Primary Grades 1-3

ACADEMIC PROGRAMS

Urban Elementary Education for K - Grade 6 Licensure (BS)

The Urban Elementary Education major in the School of Urban Education (UED) is designed to meet the needs of urban elementary schools for teachers who can improve K-6 students' educational achievement. The School prepares prospective teachers who can build on the talents and resiliency of diverse urban learners for success in school and life. Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and providing equal educational opportunity. By attracting teachers of color and low-income or "first generation" college students into teaching careers, the School provides urban schools with competent educators who can relate to the experiences of culturally and linguistically diverse youth and their communities.

The mission of the School is twofold: 1) to increase the number of well-prepared teachers of color in Minneapolis, St. Paul and inner-ring suburbs so that the teaching workforce reflects the ethnically diverse population of students and their communities; and 2) to empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.

Visit the website or call 651-999-5920 for more information.

Declare Your Program

To be eligible for acceptance to the Urban Elementary Education major and grades K-6 licensure program, students must submit a School of Urban Education Undergraduate Program Declaration Form and apply for admission to the Urban Teacher Program. To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Guide to Admission in the Urban Teacher Program.

Course List

Requirements (71-73 total credits)

Courses Required for Admission to the Urban Teacher Program

The following courses are open to all students and are among the requirements for admission to the Urban Teacher Program.

In addition to the below list a UTP-approved ethnic studies course (contact the School for a list) and the University General Education Requirements (All 10 Goal Areas completed, 40 cr).

- EDU 200 Introduction to Urban Education and Reflective Teaching
- EDU 203 Multicultural Education
- PSYC 308 Child Psychology

Recommended General Education courses to meet prerequisites for CORE IV Professional Methods Courses

Six total content courses are required before taking CORE IV Professional Methods courses that focus on teaching the content of mathematics, science and social studies to elementary school students. Students can begin taking these classes before being admitted to the School and can use them to partially fulfill university General Education or MN Transfer Curriculum requirements.

- MAED 106 Math for Elementary Teachers
- One of the following classes is required:
 - MATH 110 Math for Liberal Arts
 - MATH 115 College Algebra
 - STAT 201 Statistics I

Science: 2 courses are prerequisites for SCED 440

Courses can include any science courses used to meet GELS Goal Area 3 Natural Sciences and Goal Area 10 People and the Environment. Must be from any two sciences such as Astronomy, Biology, Chemistry, Earth Science, Environmental Science, Geology, Natural Science or Physics.

- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6

Taught in urban elementary schools (i.e., American Government, Economics, Ethnic Studies, Geography, U.S. History, or World History) are prerequisites for SSED 440.

Courses can be used to meet GELS Goal Areas GELS Goal Area 5 History/Social Science; Goal Area 6 Humanities and Fine Arts; Goal Area 7 Human Diversity; Goal Area 8 Global Perspective; Goal Area 9 Ethical and Civic Responsibility; and/or Goal Area 10 People and the Environment). Some suggested courses are:

- GEOG 201 Introduction to Geography
- POL 101 Introduction to American Government and Politics
- HIST 101 The American Past: To 1865
- HIST 102 The American Past: From 1865
- HIST 103 World History I: Patterns of Civilization to 1500
- HIST 104 World History II: The Modern World, 1500 to the Present

Core I: Foundation Courses (11 cr, Prerequisites: ALL courses required for UTP admission)

NOTE: CORE I courses include 25 hours of documented urban field experiences

- EDU 331 Physical Development, Health, Nutrition, Effects of Drugs in Birth-Grade 6
- EDU 341 The Child and the Family in an Urban Setting
- EDU 361 The Arts in Early Childhood and Elementary Education
- EDU 383 Information Technology for K-12 Education

Core II: Professional Education Courses (13-14 cr, Prerequisites: ALL CORE I requirements)

NOTE: CORE II courses include 25 hours of documented urban field experiences

- EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum
- EDU 311 Urban Teaching Practicum and Seminar
- EDU 330 Teaching Children's Literature in Urban Grades K-6
- EDU 333 Assessment of Learning in Urban Grades K-6
- EDU 345 Integrated Classroom Management Methods in Urban Grades K-6

Core III: Professional Education Courses (14 cr, Prerequisites: ALL CORE I & II requirements)

NOTE: CORE III courses include 25 hours of documented urban field experiences

- EDU 481 Urban Grades 1-6 Curriculum and Practicum
- EDU 483 Foundations of Teaching Reading in Urban Grades K-6
- EDU 435 Teaching and Assessing English Language Learners
- MAED 106 Math for Elementary Teachers

Core IV: Professional Methods Courses (23-24 cr, Prerequisites: ALL CORE I, II & III requirements)

NOTE: This Cluster includes 25 hours of documented urban field experiences

- EDU 487 Methods of Teaching Reading in Urban Grades K-6
- EDU 450 Advanced Urban Teaching Practicum and Seminar
- LAED 440 Methods of Teaching Language Arts in Urban Grades K-6
- SSSED 440 Social Studies Curriculum and Differentiated Methods in Urban Grades K-6
- EDU 430 Historical and Cultural Foundations of Urban Education

Math, Science and the Exceptional Learner Cluster (11 cr):

NOTE: This Cluster includes 25 hours of documented urban field experiences

- MAED 440 Teaching Mathematics to Urban Learners in Grades K-8
- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6
- EDU 484 Teaching and Assessing Children with Disabilities Birth-Grade 6

Pre-Professional Teaching Experience (8 cr, Prerequisites: ALL CORE I, II, III & IV requirements)

NOTE: This experience is required for licensure not the major or degree. Teacher Candidates must notify the Field Experience Director two semesters prior to doing their student teaching. They must also submit a student teaching application by September 1 for spring placements and February 1st for fall placements.

- EDU 495 Student Teaching in the Urban Elementary School K-6

Pre-Primary Endorsement Licensure Option (6 credits):

To add a license endorsement to teach preschool children, also complete.

In addition to the below list complete 40 hour practicum in an urban PreK classroom:

- PSYC 357 Observing and Assessing Young Children: Birth Through Age Five
- PSYC 359 Positive Behavior Guidance
- EDU 325 Emergent Literacy in Urban Early Childhood Education

ACADEMIC PROGRAMS

Urban Secondary Education for Grades 5 - 12 Licensure (BS)

The Urban Secondary Education licensure program within the School of Urban Education (UED) is designed to meet the needs of urban middle and high schools for teachers who can improve students' educational achievement. The School prepares prospective teachers who can build on the talents and resiliency of diverse urban learners for success in school and life. Our approach to teacher education focuses on preparing diverse, reflective and resilient teachers who are outstanding in their commitment to teaching urban youth and providing equal educational opportunity. By attracting teachers of color and low-income or "first generation" college students into teaching careers, the School provides urban schools with competent educators who can relate to the experiences of culturally and linguistically diverse youth and their communities.

The mission is twofold: 1) to increase the number of well-prepared teachers of color in Minneapolis, St. Paul and inner-ring suburbs so that the teaching workforce reflects the ethnically diverse population of students and their communities; and 2) to empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.

Visit the website, call 651-999-5920 or email urban.education@metrostate.edu for more information.

Declare Your Program

To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the Guide to Admission in the Urban Teacher Program. Contact the School for more information about program Admission requirements.

Course List

Requirements (42-46 total credits in addition to the major requirements for either the BS English Teaching, BS Life Sciences Teaching, BS Mathematics Teaching, or BS Social Studies Teaching total credits)

Pre-Professional Education Courses (6 credits)

The following courses are open to all students and, among other requirements, are needed for admission to the School of Urban Education. To be admitted in the Urban Teacher Program, students need to meet the requirements and criteria stated in the

Guide to Admission in the Urban Teacher Program. Contact the School for more information about program Admission requirements.

In addition to the below list completion of an approved 4 credit ETHS course

- EDU 200 Introduction to Urban Education and Reflective Teaching
- EDU 203 Multicultural Education

Professional Education Courses (24 credits)

The following courses are open to students who are admitted to the School. Students must complete field experiences in an urban middle school and an urban high school while completing the following Professional Education courses, but prior to doing their student teaching.

- EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12
- EDU 306 Urban Middle School and High School Methods
- EDU 311 Urban Teaching Practicum and Seminar
- EDU 310 Teaching and Assessing Students with Disabilities in Urban 5-12 Classrooms
- EDU 383 Information Technology for K-12 Education
- EDU 400 Literacy Education in Urban Schools
- EDU 415 Managing Learning in Diverse Urban 5-12 Classrooms
- EDU 430 Historical and Cultural Foundations of Urban Education
- EDU 435 Teaching and Assessing English Language Learners
- EDU 450 Advanced Urban Teaching Practicum and Seminar

Major Courses for BS in English Teaching

For students pursuing communication arts and literature licensure and the following content methods courses are required:

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

For students pursuing life sciences with general science licensure, including the following content methods courses are required:

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

For students pursuing mathematics licensure, including the following content methods courses are required:

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

For students pursuing social studies licensure and the following content methods courses are required:

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

Student Teaching (8 credits, 12 weeks full-time)

Teacher Candidates must notify the Field Experience Coordinator two semesters prior to doing their student teaching. They must also submit a student teaching application packet.

NOTE: This experience is required for licensure not the major or degree. Teacher Candidates must notify the Field Experience Director two semesters prior to doing their student teaching. They must also submit a student teaching application by September 20 for spring placements and February 20 for fall placements.

- EDU 460 Student Teaching in the Urban Middle School (grades 5-8)
- EDU 470 Student Teaching in the Urban High School (grades 9-12)

ACADEMIC PROGRAMS

Violence Prevention and Intervention Minor

The Human Services Violence Prevention and Intervention (VPI) minor is a multidisciplinary 20-credit curriculum focusing on violence prevention and intervention. Because the prevention of violence requires efforts across many disciplines, the VPI minor draws on a number of fields to prepare students to work in a broad range of human services. The VPI concentration can increase students' competence in a variety of areas including general human services, public health, corrections and criminal justice, public policy, education, sociology, psychology, and gender studies. These disciplines work together to promote effective prevention of and intervention in violence at the individual, family, and community levels. Students who are VPI minors study not only the theories and dynamics of interpersonal violence, but various approaches to responding to and preventing violence as well.

Course List

Prerequisites

Students must complete at least one course in one of the following disciplines: Sociology, political science, anthropology, psychology, human services, ethnic studies, gender studies, nursing, or criminal justice.

Requirements (20 total credits)

Violence Prevention and Intervention Minor Required Courses (8 credits)

- HSVP 300 Violence: Origins and Explanations
- HSVP 301 Violence: Individual, Community and Global Responses

Violence Prevention and Intervention Minor Required Electives (4-8 credits)

- HSVP 302 Advocacy in Violence Prevention
- HSVP 307 Gender Violence in Global Perspective
- HSVP 308 Family Violence Across the Lifespan
- HSVP 309 Violence and Disability

Violence Prevention and Intervention Minor Required Interdisciplinary Electives (4-8 credits)

A total of 20 credits are needed. Students must take 5 classes for the minor. Students who take two VPI electives only need to take one interdisciplinary course. Students who take one VPI elective must take two interdisciplinary courses.

CJS courses are three credits. If student takes a CJS elective, more than five courses will be needed for the minor.

- HSCD 301 Substance Use and the Family
- HSCD 306 Prevention of Substance Use Problems
- HSCO 332 Rehabilitation in Corrections
- HSCO 326 The Impact of Crime on Individuals, Families, and Communities
- HSCO 327 The Role of Diversity in Corrections
- HSCO 321 Juvenile Offending Prevention and Intervention
- CJS 346 Victimology
- CJS 333 Gangs
- CJS 354 Restorative Justice
- CJS 356 Violence in America
- CJS 360 Diversity in Criminal Justice
- PSYC 304 Psychology of Intimate Partner Violence
- PSYC 341 Violence and the Media: Psychological Effects of Film and Popular Music
- PSYC 333 Psychology of Victims
- ETHS 303 The Politics of Racial Resistance and Protest in the United States
- ETHS 305 Major Issues in U.S. Race Relations
- SOC 303 Ethnic Conflict in Global Perspective
- SOC 306 Deviance and Social Control
- HSTD 390 Conflict Resolution