

Undergraduate Catalog 2008-2009

The Metropolitan State Undergraduate Catalog contains information about academic programs and requirements for 2008-2009. It is subject to change without notice. Whenever possible, additions and changes to the printed catalog will be made available on this Web site.

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.

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).

Introduction to the 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 an anti-racist learning community, and demonstrate an unwavering commitment to civic engagement.

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 to 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.

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 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.

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.

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 assessing student academic achievement required by The Higher Learning Commission. In particular, the university emphasizes outcomes related to:

- higher order thinking,
- global understanding,

- scientific and quantitative literacy,
- readiness for work and career,
- responsible citizenship in a democracy,
- oral and written communication, and
- in-depth knowledge of a specific discipline or subject area, or interdisciplinary knowledge.

Metropolitan State University Academic Calendar

FY09 Academic Calendar

Summer Session 2008 - FY09

May	5	Summer session classes begin
May	24-26	Memorial Day holiday
June	21	First summer session classes end
July	4-5	Independence Day holiday
July	7	Second summer session classes begin
Aug.	16	Last day for any summer session class

Fall Semester 2008 - FY09

Aug.	18	Faculty begin fall duty days
Aug.	23	Fall semester classes begin (MnSCU start Aug. 25)
Aug./Sept.	30-1	Labor Day holiday
Nov.	26	No evening classes
Nov.	27-30	Thanksgiving holiday
Dec.	13	Fall semester classes end
Dec.	16	Commencement
Dec.	16	Last fall faculty duty day
Dec.	24-26	Holiday

Spring Semester 2009 - FY09

Jan.	1	Holiday/offices closed
Jan.	5	Faculty begin spring duty days
Jan.	12	Spring semester classes begin (MnSCU start Jan. 12)
Jan.	19	Martin Luther King, Jr. holiday/no classes/offices closed
Feb.	16	President's Day/classes held/offices open
Mar.		No Precinct Caucus this year
Mar.	8-14	Spring Break/Non duty days/no classes/offices open
Apr.	30	Commencement
May	4	Spring semester classes end
May	8	Last spring faculty duty day
May	9	Summer term classes begin (Saturday)

FY10 Academic Calendar

Summer Session 2009 – FY10

May	9	Summer session classes begin
May	23-25	Memorial Day holiday
June	22	First summer session classes end
July	3-5	Independence Day holiday
July	6	Second summer session classes begin
Aug.	15	Last day for any summer session class

Fall Semester 2009– FY10

Aug.	17	Faculty begin fall duty days
Aug.	22	Fall semester classes begin (MnSCU start Aug. 24)
Sept.	5-7	Labor Day holiday
Nov.	25	No evening classes
Nov.	26-29	Thanksgiving holiday
Dec.	12	Fall semester classes end
Dec.	15	Commencement (tentative)
Dec.	15	Last fall faculty duty day
Dec.	24-28	Holiday

Spring Semester 2010 – FY10

Jan.	1	Holiday/offices closed
Jan.	4	Faculty begin spring duty days
Jan.	11	Spring semester classes begin (MnSCU start Jan. 11)
Jan.	18	Martin Luther King, Jr. holiday/no classes/offices closed
Feb.	15	President's Day/classes held/offices open
Feb	2	Precinct Caucus—no Tuesday evening classes (tentative date)
Mar.	7-13	Spring Break/Non duty days/no classes/offices open
May	4	Spring semester classes end
May	6	Commencement (tentative)
May	7	Last spring faculty duty day
May	10	Summer session classes begin (Monday)

Graduation Requirements

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 at least 120-124 semester credits with a cumulative 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.

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 complete the undergraduate 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 and 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.

Go to <http://www.metrostate.edu/policies/> and click on Policy 2020 for more detailed information about program declaration, degree and residency requirements.

Major/Program Requirements

Program requirements are described in the college and school sections of this catalog and in departmental program materials. Each college and school offers workshops to explain the requirements for their programs. First College offers workshops to assist students in developing interdisciplinary, individualized degree programs.

Academic Policies and Procedures

A 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 academic policies and procedures are posted on the university's Web site at archive.metrostate.edu/policies/. Student policies are posted in the Student Handbook at archive.metrostate.edu/handbook/.

Course Prerequisites

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

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 for efficient use of state and university resources;
- Provide standards and systems that are fair, consistent with graduation requirements, and appropriate for both full time and part time students.

Metropolitan State expects students to successfully complete courses, and therefore undergraduate student academic standing is reviewed after each semester. New academic standing standards go into effect fall semester, 2008. 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 66.66% of the cumulative Metropolitan State University credits attempted. Students who do not meet these standards will be put on **academic probation**. A student who continues to fall below standards will be **dismissed** for academic reasons. Students on Academic Probation must attend an Academic Success Workshop (see [Academic Success Workshop](#) for additional information) and must meet with their academic advisor each term for approval to register for the next term. 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, Undergraduate Academic Standing Review, available from the Internet at [policy-2050-undergraduate-academic-standing](#) for further information.

Students receiving financial aid must also meet additional criteria to remain eligible to receive aid and should contact the Financial Aid Office 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 or go to archive.metrostate.edu/studentaff/int.html for more information.

Academic Appeal Procedures

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. YeeLeng Hang, the ombudsperson can be reached at 651-793-1552 or yeeleng.hang@metrostate.edu. For complete information regarding academic appeals go to archive.metrostate.edu/policies/ and click on Procedure 300.

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.

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 does not enroll for three consecutive calendar years 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

A transfer student who believes that the transfer policy was not implemented accurately in the evaluation of transfer credit may request reconsideration through written appeal to the Office of the Registrar. Students may be asked to provide additional information about the course(s) under appeal. Transfer appeal forms are available from the Office of Registrar and their Web site. Students dissatisfied with the appeal results may appeal the decision to the academic affairs vice president. The decision of the vice president for academic affairs may be appealed to the MnSCU 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

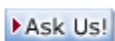
Metropolitan State University's grading policy offers students two grading options: traditional grades of "A/B/C/D/F" or competence(S)/no competence (NC). Students must choose their grading option by the second class session of the course or before the first major assessment

for other learning opportunities. 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. For complete information on the university grading policy, go to archive.metrostate.edu/policies/ and click on Policy 2080.

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. For further information go to archive.metrostate.edu/policies and click on Policy 1020.

Admissions



Welcome

Undergraduate Student Admissions - All application materials, including official transcripts and application fee, **must be received or postmarked by the deadline** for the term you are applying for to be considered for admissions for that term.

Application Deadlines:

Spring Semester 2009 - November 15, 2008

Summer Semester 2009 - March, 15, 2009

Fall Semester 2009 - June, 15, 2009

Application Deadlines for International Students

Spring Semester 2009 - Deadline Passed

Fall Semester 2009 - May 1

700 East Seventh Street
Saint Paul, MN 55106-5000

Email: [Ask Us](#) powered by RightNow

Tel: 651-793-1302 (please call to schedule a visit or appointment)

Fax: 651-793-1310

TTY: 651-772-7687

Business Hours: See [Gateway Student Services](#)



Financial Aid

▶ Ask Us!

Federal School Code: 010374

November Holiday Hours

Monday - Wednesday (November 24 - 26, 2008)

Walk in hours: 8:30 am - 4:30 pm

Phone hours: 8:30 am - 4 pm

Building Closed: Thursday (11/27) and Friday (11/28)

Important Dates:

Nov. 21 Priority Deadline to Submit 2008-09 [FAFSA](#) for Spring 2009

Dec. 15 -
Jan. 16 [Bookstore Credits Available for Spring 2009](#)

Dec. 17 Spring Tuition Deadline Date (students with a 2008-2009 Award Letter can disregard this)

Jan. 30, 2009 [Disbursement](#) of Spring 2009 Financial Aid

May 1, 2009 Priority Application Deadline for 2009-2010 Financial Aid

The Office of Student Financial Aid at Metropolitan State University is here to assist you with the costs of your college education. Please review the [types of financial assistance](#) our office can provide. You should also complete the [application](#) for financial aid (the FAFSA) as soon as possible if you are planning to attend Metropolitan State University.

Office of Student Financial Aid

Founder's Hall Suite 110

700 East Seventh Street

Saint Paul, MN 55106-5000

Mon - Thurs: 8:30 am - 5:30 pm

Friday: 8:30 am - 4:00 pm

E-mail: [Ask Us](#) powered by RightNow

Tel: 651-793-1414

Fax: 651-793-1410

TTY: 651-772-7687



Creative Learning Strategies

While courses provide students with a familiar learning environment, Metropolitan State also encourages students to seek a variety of creative learning strategies. We recommend taking the Creative Learning Strategies Workshop to explore these unique ways of gaining college credit.

[Creative Learning Strategies Workshop](#)

This free, one-session informational workshop introduces students to forms of creative learning.

Types of Learning Strategies

Experiential Learning: Builds upon a student's prior knowledge.

[Theory Seminars](#)

[Prior Learning Assessment \(PLA\)](#)

New Learning: Provides alternative learning environments.

[Online Courses](#)

[Internships](#)

[Independent Studies](#)

Tuition and Fees

New rates effective Summer Session 2008

General Rates

	Resident		Nonresident	
Per Credit	Undergraduate	Graduate	Undergraduate	Graduate
tuition	\$ 172.00	\$ 262.00	\$ 344.00	\$ 524.00
fees	\$ 10.43	\$ 10.43	\$ 10.43	\$ 10.43

[Combined Tuition and Fees per credit information](#)

Specialty Rates

	Resident		Nonresident	
Combined Tuition & Fees per Credit	Undergraduate	Graduate	Undergraduate	Graduate
Online Internet Courses	\$ 240.43	\$ 355.43	\$ 240.43	\$ 355.43
Online MBA Courses	N/A	\$ 408.43	N/A	\$ 408.43
Online Nursing Courses	\$ 240.43	\$ 355.43	\$ 240.43	\$ 355.43
Standard Nursing Courses	\$ 235.43	\$ 350.43	\$ 235.43	\$ 350.43

Special Program Rates

	Combined Tuition & Fees per Credit
WOC Nursing Specialty Courses (Student Activity Fee not applicable)	\$ 456.43
Doctoral Courses	\$ 679.93
Law Enforcement Skills Courses (offered in Summer)	\$ 350.43

Fees

Activity Fee (up to 16 credits) \$4 per credit
Computer Fee (up to 16 credits) \$6 per credit
MSUSA Fee \$0.43 per credit

Other Fees

Application Fee \$20
Graduation Fee \$20
NSF Check Fee \$20
Lost Parking Card \$10
Orientation Fee \$10
Transcript Fee \$8
Rush Transcript Fee (next day) \$13
On-line Transcript Fee \$5
Senior Citizens (per credit)* \$20
Additional Course and Lab Fees vary
Noncredit Workshops Fees vary

[Payment Plan Fees vary](#)

Replacement ID Fees vary

Health Insurance Fees vary

*Minnesota residents 62 years of age or older may register for courses on a space-available basis upon payment of this per credit fee in lieu of standard tuition and fee charges.

Independent studies, theory seminars, internships and priors are not available at these special rates.

Minnesota State Colleges & Universities Board Policies

- [Chapter 5 - Administration 5.11 Tuition and Fees](#)

Deadlines

Tuition Payment Deadlines

Semester	Term	Tuition Due Date
Summer 2008	First Term & Full Term	April 16, 2008
Summer 2008	Second Term	June 18, 2008

Fall 2008	Full Term	August 6, 2008
Spring 2009	Full Term	December 17, 2008
Summer 2009	First Term & Full Term	April 15, 2009 (Tentative)

Tuition and fees for all registered classes must be paid by the deadline in one of the following ways:

- In full by mail, drop box, in person, or online
- By prior payment arrangement Nelnet/FACTS
- By Financial Aid or Third Party Authorization
 - Student must have received a financial aid award letter prior to the payment deadline.
 - Student must pay any difference not covered by financial aid by the deadline.
 - The student is responsible for verifying that authorization has been received by the Accounts Receivable Office (651-793-1883) prior to the tuition payment deadline.

Mailed payments must be sent early enough for the payment to be received by the deadline. If payment is not received by the deadline your registration will be cancelled. However, unless you formally drop your classes, you will be responsible for tuition and fees charged to your account.

MAJORS / MINORS

A	
Majors	
<ul style="list-style-type: none"> Accounting (B.S.) Alcohol and Drug Counseling (B.S.) 	<ul style="list-style-type: none"> Applied Mathematics (B.S.) Aviation Management (B.A.)
Minors	
<ul style="list-style-type: none"> Advertising Anthropology 	<ul style="list-style-type: none"> Applied Mathematics
B	
Majors	
<ul style="list-style-type: none"> Biology (B.A.) 	<ul style="list-style-type: none"> Business Administration (B.S.)
Minors	
<ul style="list-style-type: none"> Biology 	<ul style="list-style-type: none"> Business Administration
C	
Majors	
<ul style="list-style-type: none"> Computer Forensics (B.A.S.) Computer Information Systems (B.A.) 	<ul style="list-style-type: none"> Computer Science (B.S.) Criminal Justice (B.A.)
Minors	
<ul style="list-style-type: none"> Child Psychology Community Organizing and Development 	<ul style="list-style-type: none"> Creative Writing Criminal Justice
D	
Majors	
<ul style="list-style-type: none"> Dental Hygiene (B.S.D.H.) 	<ul style="list-style-type: none"> Dental Hygiene (Post-B.S.D.H.) (Certificate)
Minors	
There are no Minors with this letter	
E	
Majors	
<ul style="list-style-type: none"> Early Childhood Studies (B.A.S.) Economics (B.S.) English (B.A.) 	<ul style="list-style-type: none"> English Teaching (B.S.) Ethnic Studies (B.A.)
Minors	
<ul style="list-style-type: none"> Economics Educational Psychology English 	<ul style="list-style-type: none"> Ethnic Studies Experimental Intermedia Arts
F	
Majors	
<ul style="list-style-type: none"> Finance (B.S.) 	
Minors	
<ul style="list-style-type: none"> Family Studies 	
H	
Majors	
<ul style="list-style-type: none"> History (B.A.) Hospitality Management (B.A.S.) 	<ul style="list-style-type: none"> Human Services (B.H.S.) Corrections

- [Human Resource Management \(B.S.\)](#)
- [Disability Studies](#)
 - [Family Studies](#)
- [Human Services Administration](#)
 - [Social Gerontology](#)
- [Training and Adult Development](#)
- [Violence Prevention and Intervention](#)
 - [Human Services \(B.S.\)](#)

Minors

- [History](#)
- [Human Resource Management](#)
- [Human Services Administration](#)

I

Majors

- [Individualized Degree \(B.A.\)](#)
- [Industrial Management \(B.A.S.\)](#)
- [Information Assurance \(B.A.S.\)](#)
- [International Business \(B.S.\)](#)
- [International Commerce \(B.A.S.\)](#)

Minors

- [Industrial and Organizational Psychology](#)
- [Information and Knowledge Administration](#)
- [International Business](#)
- [Interpersonal Communication](#)

L

Majors

- [Law Enforcement \(B.S.\)](#)
- [Law Enforcement Licensing \(Cert\)](#)
- [Law Enforcement Major Completion Program for Licensed Peace Officers](#)
- [Liberal Arts \(B.A.\)](#)
- [Life Sciences Teaching \(B.S.\)](#)

Minors

There are no Minors with this letter

M

Majors

- [Management \(B.S.\)](#)
- [Management Information Systems \(B.S.\)](#)
- [Marketing \(B.S.\)](#)
- [Mathematics Teaching \(B.S.\)](#)

Minors

- [Media Literacy](#)
- [Mental Health Psychology](#)

N

Majors

- [Nursing \(Post-bac B.S.N.\)](#)
- [Nursing \(R.N.-B.S.N.\)](#)

Minors

There are no Minors with this letter

O

Majors

- [Organizational Administration \(B.A.S.\)](#)

Minors

- [Organizational Communication](#)

P

Majors

- [Philosophy \(B.A.\)](#)
- [Professional Communication \(B.A.\)](#)
- [Psychology \(B.A.\)](#)

Minors	
<u>?</u> Political Science	<u>?</u> Psychology
<u>?</u> Practical Ethics	<u>?</u> Psychology for Law Enforcement (BS)
<u>?</u> Project Management	
R	
Majors	
There are no Majors with this letter	
Minors	
<u>?</u> Religious Studies	<u>?</u> Research and Information Studies
S	
Majors	
<ul style="list-style-type: none"> <u>Sales Management (B.A.S.)</u> <u>Screenwriting (B.A.)</u> <u>Social Science (B.A.)</u> 	<u>?</u> Social Studies Teaching (B.S.) <u>?</u> Social Work (B.S.W.)
Minors	
<u>?</u> Social Gerontology <u>?</u> Sociology 	<u>?</u> Studio Arts
T	
Majors	
<ul style="list-style-type: none"> <u>Technical Communications (B.A.)</u> <u>Technology Management (B.A.S.)</u> 	<u>?</u> Theater (B.A.)
Minors	
<u>?</u> Theater	<u>?</u> Training and Adult Development
U	
Majors	
<u>Urban Early Childhood Education for Birth - Grade 3</u>	<u>?</u> Urban Secondary Education for Grades 5- 12
<u>Licensure (B.S.)</u>	<u>Licensure (Licen)</u>
<u>Urban Elementary Education for PreK - Grade 6</u>	
<u>Licensure (B.S.)</u>	
Minors	
There are no Minors with this letter	
V	
Majors	
<ul style="list-style-type: none"> <u>Visual Communications (B.A.S.)</u> 	
Minors	
<u>?</u> Violence Prevention and Intervention	
W	
Majors	
<ul style="list-style-type: none"> <u>Women's Studies (B.A.)</u> 	<u>?</u> Writing (B.A.)
Minors	
<u>?</u> Women's Studies	

Accounting Major B.S.

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Knowledge of accounting concepts and accounting's way of describing economic activity has long been a necessary part of educational preparation for careers in business. In most business areas, accounting data is a fundamental information source for decision-making and control purposes in both profit-seeking and nonprofit organizations. The growing complexity and internationalization 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 combines the core accounting disciplines-intended to develop a common body of accounting knowledge-with the flexibility to take additional courses in a particular area.

The accounting faculty has identified four objectives for the accounting curriculum:

- a conceptual approach that is decision oriented and emphasizes analytical and problem-solving skills;
- a holistic, or integrated, approach to accounting;
- integration of training in interpersonal skills, communication skills and ethics into all accounting courses; and
- utilization of a variety of teaching methods and tools.

The accounting major prepares well-educated 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 and for movement into corporate management. Upon completion of the accounting major, a graduate meets the academic qualifications to take the examination for Certified Management Accountant (CMA), Certified Internal Auditor (CIA) and, in Minnesota, the examination for Certified Public Accountant (CPA). The accounting degree program is also excellent preparation for students planning to study law, particularly if they intend to practice in taxation or corporate law.

Requirements:

The accounting program contains six parts:

1. General Education/Liberal Studies

2. COM Foundation Courses

- MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet,

business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. **Business Core Courses**

- MKTG 300 Marketing Principles

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:

Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. Accounting Required Courses

(Students should refer to course descriptions for prerequisites)

- ACCT 310 Financial Reporting

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(s): ACCT 210 Financial Accounting and demonstrated competence in accounting mechanics (bookkeeping).

Other Information: Note: Read chapters one and three before first class meeting.

- ACCT 320 Strategic Management Accounting

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(s): ACCT 210 Financial Accounting AND
ECON 202 Microeconomics

Other Information: Note: Read chapter two in Horngren and read "Strategy and Management Accounting" module and prepare questions one, seven and eight; and problems 11 and 16 in module before first class meeting.

- ACCT 340 Accounting Information Systems

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(s): ACCT 310 Financial Reporting AND
ACCT 320 Strategic Management Accounting AND
MIS 310 Principles of Management Information Systems

Other Information: Note: Students should read chapter one in Accounting Information Systems textbook. Students should also be familiar with the first two chapters of the Perry Schneider Access Book before for class meeting.

- ACCT 510 Advanced Financial Reporting

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(s): 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

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

Other Information: Note: Read chapter one, and module B for the first class meeting.

- ACCT 520 Advanced Strategic Management Accounting

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

Prerequisite(s): ACCT 320 Strategic Management Accounting

Other Information: Note: Read "Organizational Role of Management Accountants" module and complete problems two, eight, nine, and 10 before first class meeting.

- ACCT 530 Business Taxation

This course focuses on identifying issues that affect the taxation of businesses. Four modules are covered: foundation of taxation, including types of taxes, structure of the income tax, taxpayers, and general concepts of income and deduction; business income and expenses; taxation of property

transactions; and overview of corporations, S corporations, partnerships, and entity choice. Planning options are emphasized.

Prerequisite(s): ACCT 310 Financial Reporting

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

5. **Noncourse Requirement**

- Accounting (bookkeeping) competence (must be completed prior to registration in Financial Reporting course.)

6. **Accounting Electives**

Accounting majors do not need to take elective courses; however, students preparing to take the professional examination in public accounting (CPA) should plan to take one of the following courses as an elective:

- ACCT 531 Individual Tax Planning

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

Prerequisite(s): ACCT 530 Business Taxation

- ACCT 550 Governmental and Not-for-profit Accounting

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

Prerequisite(s): ACCT 510 Advanced Financial Reporting

- BLAW 310 Business Law: UCC and Contracts

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.

Prerequisite(s): None

Students preparing to take the professional examinations in management accounting (CMA) should plan to take one of the following courses:

- ACCT 515 Financial Statement Analysis

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

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

- ACCT 531 Individual Tax Planning

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

Prerequisite(s): ACCT 530 Business Taxation

- ACCT 565 Current Topics in Accounting

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

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

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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunseting policy requirements. Sunseting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Alcohol and Drug Counseling Major BS

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Everyday 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.

This major is for students who have a variety of needs and interests related to alcohol and drug counseling. It is designed to help students qualify for licensure, for community college transfer students, for people who are already licensed or certified and want to complete their undergraduate degree and for other professionals (social workers, psychologists, school counselors, nurses, and law enforcement personnel) who want to learn more about substance abuse.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- **HSER 255 Introduction to Human Service: History, Trends**

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- **HSER 355 Introduction to Human Service: History, Trends**

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information:

Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Alcohol and Drug Counseling Required Course

○ HSCD 300 Chemical Dependency Concepts

This course is designed to provide the student with an overview of the history, theories, concepts and supporting research relevant to assessment and treatment of chemical dependency. Students become familiar with model/theories of addiction, the pharmacological effects of major drugs of abuse, laws and ethics related to the practice of alcohol and drug counseling, and other important concepts.

Prerequisite(s): None

○ HSCD 200 Pharmacology of Drug Abuse

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.

Prerequisite(s): None

○ HSCD 303 Cultural Aspects of Chemical Dependency

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.

Prerequisite(s): HSER 395 Human Services and Diversity

○ HSER 348 Group Counseling

This course teaches the dynamics of group counseling. Students learn the skills of group counseling in a classroom laboratory experience and the writing and charting skills necessary to document client progress. Topics include stages of group, group rules, group leader skills and types of group.

Prerequisite(s): HSCD 300 Chemical Dependency Concepts AND
HSER 346 Counseling and Interviewing Skills

○ HSCD 309 Dual Disorders: Substance Abuse and Mental Health

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(s): None

○ HSER 353 Social Casework Methods

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.

Prerequisite(s): None

○ HSCD 302 Chemical Dependency Assessment & Diagnosis

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(s): HSCD 300 Chemical Dependency Concepts Courses in chemical dependency or equivalent with instructor's consent.

○ HSCD 400 Best Practices in Alcohol and Drug Counseling

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.

Prerequisite(s): None

Other Information: Prerequisite: At least 24 credits of Alcohol and Drug Counseling Courses.

○ HSCD 450 Senior Seminar: Alcohol and Drug Counseling

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(s): None

Other Information: 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.

2. Internships:

An 880-hour internship is required to be completed for this major. The alcohol and drug counseling internship is intended to provide students with the opportunity to transfer the knowledge, skills, and attitudes gained from their academic course work into clinical settings. Internship requires students to demonstrate competence in the 12 core functions of alcohol and drug counseling and may take place at a variety of agencies or programs.

o HSER 320 Pre-Internship Seminar (1 credit)

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

o HSCD 350I Alcohol and Drug Counseling Internship (10 credits)

o HSER 330 Internship Seminar (1 credit)

Applied Mathematics Major B.S.

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Given the impact of technology on every aspect of people's lives, mathematics is a critical discipline for the present as well as future generations of students. Technology is based on science, and the most successful science is based on mathematical ideas. In learning mathematics and its applications, students learn not only the language of nature, but the archetype of reasoning on which today's scientific and technological society is based.

The Mathematics Department offers a solid, flexible and innovative program 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 major integrates both depth and breadth, providing the student with tools for success in the workforce and a solid basis for further studies in mathematics.

1. Prerequisites

• STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- MATH 120 Precalculus or a grade of B or better in both MATH 115 College Algebra and MATH 116 Trigonometry

This course is designed to prepare students for calculus. It covers, in an accelerated format, the material from MATH 115 College Algebra and MATH 116 Trigonometry.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: A TI-83 graphing calculator is required for this course.

2. Requirements (56 total credits)

Foundation Courses (29 credits)

- ICS 140 Programming Fundamentals

This course is designed for students who have not had significant course work or experience in computer programming. Fundamental programming constructs are covered including input, output, variables, primitive data types, looping, selection, methods, parameter passing and arrays. Classes and objects are introduced. In addition, students create simple graphical user interfaces (GUI's) and use library classes. Problem-solving techniques, algorithm design and debugging techniques are explored using pseudocode, the Unified Modeling Language (UML) class diagrams and other tools. Students are expected to have some experience with using a computer before they take this course and should be able to manipulate files and directories.

Prerequisite(s): MATH 115 College Algebra (may be taken concurrently).

Other Information: Note: This class uses the Java language.

- PHYS 211 Calculus Based Physics I

This course is the first of a two semester course which covers the fundamental concepts of physics. The course will focus on the concepts such as 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 real world applications of the concepts and problem solving skills taught in this course.

Prerequisite(s): MATH 210 Calculus I or high school/college calculus.

- MATH 210 Calculus I

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

2.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 211 Calculus II

This is a continuation of Math 210 Calculus I. Following the same approach as in MATH 210, this course covers the definite integral, the fundamental theorem of calculus, numerical methods for evaluating integrals, techniques of integration and series.

Prerequisite(s): MATH 210 Calculus I

3.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 251 Introduction to Probability and Statistics

This is an introductory course in probability theory and statistics. Topics include discrete and continuous random variables, conditional probability and Bayes' formula, stochastic independence, distributions and expectations of random variables, conditional expectations, and applications to statistics.

Prerequisite(s): MATH 211 Calculus II and AND
STAT 201 Statistics I

- MATH 301 Introduction to Analysis

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.

Prerequisite(s): MATH 211 Calculus II

- MATH 315 Linear Algebra and Applications

This course covers the following topics: systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, general vector spaces, and eigenvalues and eigenvectors.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus

Core Courses (23 credits)

- MATH 310 Calculus III: Multivariable Calculus

This course builds on MATH 211 Calculus II and covers the calculus of several variables. Topics include vectors and plane curves, functions of several variables, rates of change, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

Prerequisite(s): MATH 211 Calculus II

- MATH 340 Mathematical Modeling

In this course, the emphasis is on the modeling process of phenomena arising in nature, business, industry and technology. Empirical as well as conceptual modeling are integrated. Dynamic, stochastic and optimization models as well as their analyses are introduced.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

- MATH 350 Ordinary Differential Equations

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.

Prerequisite(s): MATH 315 Linear Algebra and Applications

- MATH 450 Operations Research

Following a modeling approach and building on the material covered in the mathematical modeling course, this course develops the mathematical tools necessary to analyze empirical models and stochastic models.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

- MATH 471 Abstract Algebra

This course introduces abstract algebraic structures and their applications. Topics include group theory, rings and fields.

Prerequisite(s): MATH 301 Introduction to Analysis AND
MATH 315 Linear Algebra and Applications

- MATH 499 Mathematics Senior Seminar

This course integrates reading of articles published in professional undergraduate mathematics journals in applied mathematics and student developed projects. Applied mathematics majors should take this course at the end of their course of study.

Prerequisite(s): MATH 471 Abstract Algebra

Electives (4 credits), which can include the following courses or other upper-division mathematics courses with advisor approval.

- MATH 375 Complex Variables

Starting with an introduction to the complex plane, this course covers holomorphic functions and power series, Cauchy's Theorem, contour integration and its applications.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus

- MATH 405 Partial Differential Equations

Topics include first order partial differential equations, second order partial differential equations, separation of variables and the Sturm-Liouville problem, transform methods and Green's functions, and an introduction to nonlinear partial differential equations.

Prerequisite(s): MATH 350 Ordinary Differential Equations

- MATH 420 Numerical Analysis

This course addresses the theory and practice of the numerical methods as they apply in various areas of mathematics. Topics include numerical solutions for nonlinear equations, interpolation, numerical differentiation and integration, numerical solutions for initial value problems and boundary value problems.

Prerequisite(s): ICS 140 Programming Fundamentals or comparable programming experience. AND
MATH 211 Calculus II

Aviation Management B.A.

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This individualized 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 Metropolitan State general education and liberal studies (GELS) 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 credits may be awarded in transfer to graduates of two-year technical college programs and other qualified technical programs. Aviation classes are offered in various Twin Cities locations. These courses are open to students enrolled in the Aviation Management program, as well as to other students who have a substantial aviation background and who obtain permission from the First College program coordinator. Additional information is available from the Metropolitan State Admissions Office or the First College advising center.

Requirements

In addition to meeting Metropolitan State GELS and completing 120 total credits, aviation students must complete the following program requirements. See the Aviation Management section of the online *Catalog* for the course descriptions.

1. Core Courses

- [PRSP 301 Perspectives: Educational Philosophy and Planning](#)

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 graduate from First College, 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.

Prerequisite(s): None

Other Information: Note: Course required for individualized BA degree seeking students.
Undecided students also welcome

- AVMA 103 Introduction to Air Transportation (SCSU)
- AVMA 317 Ethics in Aviation (SCSU)
- AVMA 388 Aviation Law/Legislative and Legal Aspects of Aviation (WSU)
- AVMA 380 Aviation Resource Management (WSU)
- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- AVMA 419 Contemporary Issues Aviation Capstone (SCSU)
or PRSP 499 First College Capstone

This course is the culminating experience in a student's First College 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.

Prerequisite(s): PRSP 301 Perspectives: Educational Philosophy and Planning

2. Electives

- ICS 120 Microcomputer Applications

This lab course covers how and when to use the four common components of an integrated software package: word processing, spreadsheets, database and presentation software. It requires no previous knowledge of computing. Students who want an overview of computer hardware and software concepts should consider taking ICS 100 Computer Literacy in addition to this course. This course cannot be applied to the computer information systems or computer science majors.

Prerequisite(s): None

- ICS 125 Understanding and Using the Internet

This course covers the following topics: how the Internet works (at a beginning level), social implications of the Internet, and the practical aspects of electronic mail, list services, discussion boards, file transfer, file encoding and decoding, information browsing and searching, and the first generation of web design and implementation. This is a lab-based course and previous exposure to the Internet is not required.

Prerequisite(s): None

- BLAW 310 Business Law

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 II), 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.

Prerequisite(s): None

- AVMA 442 Fundamentals of Air Traffic Control (MSU)
- AVMA 443 Airline Dispatch (MSU)
- AVMA 343 Airport Management (MSU)
- AVMA 333 Airline Management/Operations (MSU)
- HRM 310 Human Resources Management

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.

Prerequisite(s): None

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.

- AVMA 499 Individual Study in Aviation (MSU)
- AVMA 380 Seminar Topics in Aviation Organization (WSU)
- AVMA 496 Seminar Topics (SCSU)

Advertising Minor

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The advertising minor is designed to educate students about the major activities involved in the planning, design and implementation of marketing communication programs. Courses include advertising, campaign planning, graphics design and copywriting. Familiarity with these activities helps to prepare students for careers with advertising agencies, marketing program areas of organizations in the private, nonprofit, and government sectors of the economy, public relations firms and mass media corporations.

Requirements:

The advertising minor consists of the following five courses:

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MKTG 340 Advertising Practices and Procedures

This course offers a basic understanding of key advertising fundamentals with an emphasis on issues and trends that are most likely to influence an organization's advertising or marketing communications decision-making. Specific issues or topics may include interactive advertising, promoting small businesses and nonprofit organizations, ethical advertising, out-of-home promotions and international advertising. Small group activities and other assignments require some time spent and/or meetings outside of class.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 347 Advertising Copywriting

Students in this course study how to write advertising copy for print, radio and television, and collateral media. The course covers such topics as audience identification, positioning, creation of an advertising premise and copy organization. Students practice writing for each of the media discussed.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures AND
WRIT 231 Writing II OR
WRIT 261 Business Writing or equivalent with instructor's consent.

- MKTG 348 Advertising Design and Production

This course explores the techniques, theories and processes used by art directors, designers and other advertising and marketing professionals in developing visual communications for print advertising and collateral. This course surveys the stages of print advertising development from initial conceptualization (concepts) through production, publishing or printing and cost analysis. Students study design theory, creative processes, graphics and printing terminology and practices. Students will also discuss how to work effectively with marketing managers, production personnel at both the corporate and agency level as well as outside vendors.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures or equivalent with instructor's consent.

- MKTG 442 Advertising Campaign Planning and Management

This course emphasizes overall advertising campaign management. It focuses on strategy development, advertising and promotional relationships, media strategy, budget management and control, and measuring results. Students study and analyze case histories and current campaigns covered in advertising trade publications. Students study advertising management's role in the marketing process, and sharpen their abilities to think strategically, analyze, conceptualize and make sound decisions. Students work in teams to prepare and present an entire advertising campaign.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures

Only the MKTG 300 Marketing Principles course may be double counted in both the marketing major and the advertising minor.

If a student is not intending to take the advertising minor, the advertising courses listed above may be used as electives in the marketing major.

Anthropology Minor

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A minor in either anthropology, political science or sociology is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and public administration. Such a minor is also an excellent complement for liberal arts students who are majoring in history, women's studies, professional communication, economics, ethnic studies, education or philosophy.

Requirements (19-20 total credits)

Social science 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.

Transfer courses may be applicable to minor requirements. The university's degree audit (DARS) 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.

1. Introductory (3-4 credits)

- [ANTH 101 Human Origins](#)

Using anthropological methods and concepts, students explore the origins and development of human beings, including growth and differentiation of cultures from their beginnings to the earliest stages of ancient civilizations. Students investigate cultural and biological adaptation through a variety of topics: the origins of language and culture, fossil evidence for primate and hominid evolution, and human physical variation.

Prerequisite(s): None

2. Survey (4 credits, select one)

- [ANTH 301 Approaches to Cultural Anthropology](#) OR

This course introduces students to anthropology as a means of studying human behavior and reflecting on the cultural influences which help shape each person. Beginning with an overview of anthropological perspectives, principles and methods, students study aspects of several world cultures and subcultures, including those in the United States. The role of anthropology in addressing contemporary cultural issues which affect all humans is emphasized.

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

- [ANTH 302 Gender and Culture](#)

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of

world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

3. **Upper-division Electives in Anthropology (12 credits)**

- Select 300-level courses in anthropology
- SSCI 311 Research Methods in Social Science AND

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. Classroom learning is enhanced by experiential activities.

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

- SSCI 501 Great Ideas: Classics of Social Science

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

Applied Mathematics Minor

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1. Prerequisites

- [STAT 201 Statistics I](#)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- [MATH 120 Precalculus](#) or a grade of B or better in both

This course is designed to prepare students for calculus. It covers, in an accelerated format, the material from MATH 115 College Algebra and MATH 116 Trigonometry.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: A TI-83 graphing calculator is required for this course.

- [MATH 115 College Algebra](#) and

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [MATH 116 Trigonometry](#)

This course introduces trigonometric functions using right triangles and the unit circle. Topics include using trigonometry to solve geometric problems, graphs of trigonometric functions, modeling periodic phenomena, trigonometric identities and inverse trigonometric functions. Students wishing to take calculus have the option of taking either MATH 120 (Precalculus) or taking both MATH 115 (College Algebra) and MATH 116 (Trigonometry).

Prerequisite(s): MATH 115 College Algebra (can be taken concurrently.)

Other Information:

Note: This course requires any of the TI-83 or TI-84 series graphing calculators. This course cannot be used to satisfy the college algebra competence requirement

2. Requirements (28 total credits)

Core (20 credits)

- MATH 210 Calculus I

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information:

Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 211 Calculus II

This is a continuation of Math 210 Calculus I. Following the same approach as in MATH 210, this course covers the definite integral, the fundamental theorem of calculus, numerical methods for evaluating integrals, techniques of integration and series.

Prerequisite(s): MATH 210 Calculus I

Other Information:

Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 251 Introduction to Probability and Statistics

This is an introductory course in probability theory and statistics. Topics include discrete and continuous random variables, conditional probability and Bayes' formula, stochastic independence, distributions and expectations of random variables, conditional expectations, and applications to statistics.

Prerequisite(s): MATH 211 Calculus II and AND
STAT 201 Statistics I

- MATH 315 Linear Algebra and Applications

This course covers the following topics: systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, general vector spaces, and eigenvalues and eigenvectors.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus

- MATH 340 Mathematical Modeling

In this course, the emphasis is on the modeling process of phenomena arising in nature, business, industry and technology. Empirical as well as conceptual modeling are integrated. Dynamic, stochastic and optimization models as well as their analyses are introduced.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

Electives (8 credits)

Two of the following

- MATH 215 Discrete Mathematics

Using applications to motivate the material, stressing problem-solving techniques, and with meaningful connections to computer science, this course covers theories of equations, matrices, combinations, probability, logic and mathematical reasoning.

Prerequisite(s): MATH 115 College Algebra

- MATH 301 Introduction to Analysis

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.

Prerequisite(s): MATH 211 Calculus II

- MATH 310 Calculus III: Multivariable Calculus

This course builds on MATH 211 Calculus II and covers the calculus of several variables. Topics include vectors and plane curves, functions of several variables, rates of change, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

Prerequisite(s): MATH 211 Calculus II

- MATH 350 Ordinary Differential Equations

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.

Prerequisite(s): MATH 315 Linear Algebra and Applications

- MATH 405 Partial Differential Equations

Topics include first order partial differential equations, second order partial differential equations, separation of variables and the Sturm-Liouville problem, transform methods and Green's functions, and an introduction to nonlinear partial differential equations.

Prerequisite(s): MATH 350 Ordinary Differential Equations

- MATH 420 Numerical Analysis

This course addresses the theory and practice of the numerical methods as they apply in various areas of mathematics. Topics include numerical solutions for nonlinear equations, interpolation, numerical differentiation and integration, numerical solutions for initial value problems and boundary value problems.

Prerequisite(s): ICS 140 Programming Fundamentals or comparable programming experience. AND
MATH 211 Calculus II

- MATH 450 Operations Research

Following a modeling approach and building on the material covered in the mathematical modeling course, this course develops the mathematical tools necessary to analyze empirical models and stochastic models.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

- MATH 471 Abstract Algebra

This course introduces abstract algebraic structures and their applications. Topics include group theory, rings and fields.

Prerequisite(s): MATH 301 Introduction to Analysis AND
MATH 315 Linear Algebra and Applications

Biology Major B.A.

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The biology major aims to provide students with a core knowledge of the discipline; an understanding of the scientific method; skills in analytical and quantitative reasoning; knowledge of the contributions made by scientists; and the ability to deal intelligently with biology-related aspects of their personal and professional lives. Each student must complete 49 credits in the major with grades of C- or above: at least 25 credits must be upper division and at least 25 credits must be completed at Metropolitan State.

Prerequisites

- [MATH 115 College Algebra](#) **OR**

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [MATH 120 Precalculus](#)

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [BIOL 101 Introduction to Life Sciences](#) **OR**

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. Fulfills MnTC goal 3.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- [BIOL 105 Human Biology](#)**OR**

This course is an introduction to the genetics, anatomy, and physiology of the human body in both health and disease. It also covers human evolution and the impact of humans on the environment. Lab included. Fulfills MnTC goal 3 and meets the biology prerequisite for the social work program.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- High School Biology **or** equivalent within seven years

Requirements (49 total credits)

1. Foundation Courses (20 credits)

- [BIOL 111 General Biology I with Laboratory](#)

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. Intended for the student who is pursuing, or considering, a major in biology or life sciences teaching. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Fulfills MnTC area 3.

Prerequisite(s): MATH 115 College Algebra OR
MATH 120 Precalculus

- [BIOL 112 General Biology II with Laboratory](#)

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.

Prerequisite(s): BIOL 111 General Biology I AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- [CHEM 111 General Chemistry I with Laboratory](#)

Measurement, periodic table, atomic structure and electron behavior, isotopes and compounds, bonding and molecular geometry, balancing chemical reactions and stoichiometry, gas laws and kinetic molecular theory, energy in chemical changes and intermolecular forces and solution chemistry. Lab includes analytical techniques and instruments, safety and disposal of hazardous materials. Fulfills MnTC goal 3 and prerequisites for pre-professional programs and the biology major.

Prerequisite(s): MATH 115 College Algebra

- [CHEM 112 General Chemistry II with Laboratory](#)

Builds on concepts from Chem 111: acid/base theory; equilibria; nuclear and electrochemistry; terminology, functional groups and reactivity of organic compounds; and introduction to biochemistry. Lab includes skills unique to organic/biochemistry. Fulfills the prerequisites for pre-professional programs and the biology major.

Prerequisite(s): CHEM 111 General Chemistry I

Core Courses (15 credits)

Cell Related

- [BIOL 301 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 included are the modern techniques of genetics including: gene mapping, cloning, genome manipulation and mutation. Lab included. Intended for majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- [BIOL 302 Cell Biology and Histology](#)

Explains life in terms of molecules, cells, tissues, and organs. This course integrates these levels of complexity and focuses 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's cytoskeleton. Laboratory includes descriptive histology of animal tissues. Intended for biology majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- [BIOL 304 Molecular Biology](#)

Molecular biology studies genetic expression at the molecular level-including transcription, translation, and DNA replication emphasizing structure and function. This course places a great deal of emphasis on how molecular lab techniques elucidated the genetic mechanisms of the cell. Lab includes recombinant DNA, gel electrophoresis, PCR and sterile technique. Intended for biology majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- [CHEM 301 Biochemistry](#)

Intermediate level lecture/lab course includes: structure of biologically important compounds [proteins, carbohydrates, lipids, and enzymes] and their transformations during metabolism. Lab includes common biochemical techniques and safe handling/disposal of materials used in biochemistry.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 231 Organic Chemistry I

Ecology Related

- [BIOL 310 Ecology](#)

This course covers the science of ecology, including population, community and ecosystem ecology, focusing on the investigation of patterns in the distribution and abundance of organisms, and of 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 majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- BIOL 312 Evolution

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.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- BIOL 315 Limnology

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 majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- BIOL 320 Ecosystem and Global Ecology

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field investigations, lab experiments, and computer modeling. Intended for biology majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND

MATH 115 College Algebra OR
MATH 120 Precalculus

Organism Related

- BIOL 311 Plant Physiology

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 and life sciences teaching majors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- BIOL 321 Comparative Vertebrate Anatomy

This course surveys the comparative anatomy, development and evolution of the vertebrates. The course includes an integrated laboratory in which dissection of representative preserved vertebrates is performed including fish, shark, frog, bird, turtle and mink. Weekend field trips to local zoos, aquariums and museums are also included. Intended for biology majors and minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 111 General Chemistry I

- BIOL 322 Comparative Animal Physiology

This course surveys how animals have solved a variety of physiological problems. The functions of each of the organ systems of the animal body are investigated. The course includes an integrated laboratory where physiological experiments using a variety of animals are performed. Intended for biology majors and minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 111 General Chemistry I

- BIOL 323 Developmental Biology

This course surveys animal reproduction, fetal and embryonic development, growth, and aging. Molecular mechanisms of development and vertebrate embryology are emphasized. Applied topics covered include fertility, infertility, birth control, assisted reproductive technologies, cloning and stem cell research. Laboratories include morphological study of vertebrate embryology, manipulation of developmental processes and study of selected vertebrate life cycles.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- **BIOL 330 Biology of Microorganisms**

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(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

Elective Courses (14 credits)

An additional 14 credits in upper-division biology courses chosen from the list of core courses above or any other 300- or 400-level biology course or other approved courses (see advisor for details).

Business Administration Major B.S.

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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 elective courses from all College of Management majors.

Requirements:

The business administration program includes courses in six areas:

1. **General Education/Liberal Studies**

2. **COM Foundation Courses**

- **MIS 100 Fundamentals of Information Technology in Organizations**

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- **MATH 115 College Algebra**

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Business Core Courses

- MKTG 300 Marketing Principles

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:

Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **Business Administration Required Courses**

- ACCT 320 Strategic Management Accounting

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(s): ACCT 210 Financial Accounting AND
ECON 202 Microeconomics

Other Information: Note: Read chapter two in Horngren and read "Strategy and Management Accounting" module and prepare questions one, seven and eight; and problems 11 and 16 in module before first class meeting.

o BLAW 320 Legal Environment of Organizations

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.

Prerequisite(s): None

o MGMT 320 Organizational Behavior

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.

Prerequisite(s): MGMT 310 Management Principles and Practices

5. **Business Administration Elective Courses (8 credits from COM curriculum)***

6. **Unrestricted electives as needed to total a minimum of 124 credits.**

*Students in the business administration major must take at least eight credits of upper-division business electives. Business administration electives are selected from accounting, decision sciences, economics, finance, human resource management, international business, management, marketing and management information systems.

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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunseting policy requirements. Sunseting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Biology Minor

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The biology minor offers a course of study that provides both breadth and some depth in the discipline of biology. A minimum of 15 of the 25 credits must be taken from Metropolitan State.

Requirements (25 total credits)

Foundation (15 credits)

- [BIOL 111 General Biology I and Lab](#)

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. Intended for the student who is pursuing, or considering, a major in biology or life sciences teaching. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Fulfills MnTC area 3.

Prerequisite(s): MATH 115 College Algebra OR
MATH 120 Precalculus

- [BIOL 112 General Biology II and Lab](#)

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.

Prerequisite(s): BIOL 111 General Biology I AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- [CHEM 111 General Chemistry I and Lab](#)

Measurement, periodic table, atomic structure and electron behavior, isotopes and compounds, bonding and molecular geometry, balancing chemical reactions and stoichiometry, gas laws and kinetic molecular theory, energy in chemical changes and intermolecular forces and solution chemistry. Lab includes analytical techniques and instruments, safety and disposal of hazardous materials. Fulfills MnTC goal 3 and prerequisites for pre-professional programs and the biology major.

Prerequisite(s): MATH 115 College Algebra

Upper Division Biology (10 credits)

10 credits of 300- or 400-level courses in biology

Natural Sciences Departmental Policy on Student-Designed Independent Studies (SDIS)

Most courses in the natural sciences have an essential laboratory component which must, for safety reasons, be done in a classroom or laboratory setting. For this reason, student-designed independent

study in these disciplines is rare and takes place only under the following conditions: The student must have completed the science foundation, and at least one upper division science course at Metropolitan State with a grade of B or above.

- The student must be an admitted Metropolitan State student.
- The SDIS proposal must be approved by the department chair before the student registers.
- The SDIS instructor must be a member of the Natural Sciences Department faculty.

Note also that:

- An SDIS cannot be used to meet the General Education Goal III Natural Sciences requirement.
- Students are reminded that an SDIS is intended to be truly independent study and not a tutorial.

Natural Sciences Departmental Policy on Gaining Credit for Prior Learning (prior)

The conditions under which credit for prior learning in the natural sciences can be earned are as follows:

- The course for which credit is being sought must correspond in its content to a course that is currently offered by the Natural Sciences Department or one that is normally offered within a college of liberal arts. Credit for prior learning cannot be earned for subjects that are normally taught only within specialized degree or certificate program in applied fields such as engineering or the health professions.
- Competence is demonstrated by passing the final examination of the corresponding course. If there is a laboratory component to the course, laboratory competence is evaluated by practical examination.
- The student must be an admitted Metropolitan State student.
- The prior proposal must be approved by department head before the student registers.
- The prior evaluator must be member of Natural Sciences Department faculty, resident or community; and be approved by the department chair.

Note also that:

Credit for prior learning cannot be used to meet the General Education Goal III Natural Sciences requirement.

Internships BIOL 350I

The conditions for an internship in the natural sciences are as follows:

- Students must have finished the science foundation and at least one upper division science course.
- No more than 5 credits of internship may count towards the major, and only 2 credits towards the minor.
- A presentation of activities must be submitted to the department at the end of the internship.

Business Administration Minor

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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.

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.

Requirements (20 credits)

- [ACCT 210 Financial Accounting](#)

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

- [MGMT 310 Management Principles and Practices](#)

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.

Prerequisite(s): None

- [FIN 390 Principles of Finance](#)

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(s): ACCT 210 Financial Accounting AND
ECON 202 Microeconomics AND

- **MKTG 300 Marketing Principles**

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- One upper-division business elective

Computer Forensics Major B.A.S.

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The Bachelor of Applied Science in Computer Forensics is a four-year, 124 credits program offered through the Information and Computer Sciences (ICS) department. This program prepares students with the knowledge in computer science, information assurance, computer incident investigation, cyberspace ethics, and computer 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 to deal with civil litigations. Whenever it is needed, graduates can also assist law enforcement to fight against cyber terrorism and crimes.

Admission Requirements

- Admitted to the university
- Completed at least 60 credits of undergraduate study where general education credits are 16 to 30 credits and major credits are at least 30 to 44 credits, including the following:
- Computer science and information technology 4 courses
- Criminal justice/law enforcement 2 courses
- Political science 1 course
- Mathematics (college algebra or above) 1 course

Curriculum Requirements

1. **Pre-Major Requirements (29--30 major credits in addition to 30 general education credits)**
2. **Computer Science and Technology (16 credits)**

- [CFS 262 Computer and Operating System Fundamentals I](#)

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(s): ICS 140 Programming Fundamentals or with instructors consent

- [CFS 264 Computer and Operating System Fundamentals II](#)

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(s): ICS 140 Programming Fundamentals and the equivalent knowledge of CFS 262 Computer and Operating Systems Fundamentals I.

- CFS 280 Introduction to Computer Forensics

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(s): CFS 262 Computer and Operating Systems Fundamentals I AND
CFS 264 Computer and Operating Systems Fundamentals II OR
ICS 460 Computer Networks

- ICS 140 Programming Fundamentals

This course is designed for students who have not had significant course work or experience in computer programming. Fundamental programming constructs are covered including input, output, variables, primitive data types, looping, selection, methods, parameter passing and arrays. Classes and objects are introduced. In addition, students create simple graphical user interfaces (GUI's) and use library classes. Problem-solving techniques, algorithm design and debugging techniques are explored using pseudocode, the Unified Modeling Language (UML) class diagrams and other tools. Students are expected to have some experience with using a computer before they take this course and should be able to manipulate files and directories.

Prerequisite(s): MATH 115 College Algebra (may be taken concurrently).

Other Information: Note: This class uses the Java language.

Criminal Justice and Law Enforcement (6 credits)

- CJS 210 Constitutional Law

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(s): CJS 200 Literature in Criminal Justice

Take one of the following courses:

- CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

- CJS 200 Literature and Methods in Criminal Justice

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

- LAW 220 Legal Issues in Law Enforcement

This course presents an historical overview of constitutional law and its direct application to law enforcement operations. Knowledge and practical application of types of criminal evidence, evidence collection and preservation, and criminal court procedures are presented. Analysis and review of landmark Supreme Court decisions serve as the basis for understanding the constitutional protections guiding peace officers in such areas as search, detention, interrogation and arrest.

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

Mathematics and Political Science (7-8 credits, at least one from Political Science and one from either Mathematics or Statistics)

- MATH 210 Calculus I

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- POL 101 Introduction to American Government and Politics

This course provides students with an introduction to the structure of American government, the core ideas and values that underlie it, and approaches to informed and effective civic engagement. Through reading, class exercises, case studies and field work, students gain an understanding of how political institutions function and how citizens can engage in meaningful political and social action.

Prerequisite(s): None

- POL 301 Citizenship in a Global Context

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.

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

- **STAT 201 Statistics**

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

Major requirements (34 major credits)

Core courses (23 credits)

- **CFS 380 Digital Evidence Analysis**

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(s): CFS 280 Introduction to Computer Forensics

- **CFS 499 Computer Forensics Internship/Capstone**

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(s): CFS 380 Digital Evidence Analysis AND
ICS 382 Computer Security AND
LAW 325 Criminal Procedure and Investigation AND
POL 331 Law and the Legal Process

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

- **ICS 382 Computer Security**

This course introduces computer security aspects of computer systems. The course presents a current technical look at computer system strengths and vulnerabilities, and techniques to effectively protect these assets. Topics include security threats, security management, operating systems, network firewall and security measures.

Prerequisite(s): CFS 280 Introduction to Computer Forensics OR
ICS 240 Programming with Elementary Data Structures

- ICS 461 Data and Voice Communication

This course emphasizes the technical underpinnings of voice and data communication systems including engineering specifications, architectures, protocols and capacities. Relevant system design, development and operational considerations associated with deploying these communication systems are discussed.

Prerequisite(s): CFS 280 Introduction to Computer Forensics or AND
ICS 240 Programming with Elementary Data Structures AND
MATH 215 Discrete Mathematics or instructor's consent.

- LAW 325 Criminal Procedure and Investigations

This course examines the legal aspects of the investigation and arrest process and the fundamentals of criminal procedure: statutory elements of felony and misdemeanor offenses, crime scene control, evidentiary rules, search and seizure, interrogation, and constitutional limitations.

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

- POL 331 Law and the Legal Process

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.

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

3. Electives (11 credits)

Group I Criminal Justice (3 or 4 credits)

- CJS 320 Applied Criminology

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

- CJS 367 Introduction to Forensic Science

This course examines the processing of crime scenes for forensic evidence, the collection and preservation of the evidence, the analysis performed by forensic scientists, and ultimately the responsibility of trial testimony. The course includes demonstrations and case studies to cover such

forensic science disciplines as latent prints, DNA, trace evidence, footwear impressions, proper crime scene processing and documentation, firearms examinations, and tool marks.

Prerequisite(s): None

- CJS 387 White Collar Crime

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(s): None

Group II Law (4 credits)

- BLAW 310 Business Law: UCC and Contracts

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.

Prerequisite(s): None

- ICS 484 Computer Law
- POL 333 Constitutional Law

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.

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

Group III Ethics (4 credits)

- CJS 375 Criminal Justice Ethics AND

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- PHIL 325 Criminal Justice Ethics

This course examines a range of moral dilemmas that law enforcement professionals are likely to face as they attempt to perform their duties. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts in a given situation, recognize the relevance of moral principles and concepts, and apply them to resolving these situations in a satisfactory manner.

Prerequisite(s): PHIL 301 Ethical Inquiry or equivalent with instructor's consent.

- PHIL 327 Ethics in the Information Age

This course explores a range of moral questions raised by the introduction of new technologies in the production, distribution and use of information. The course is open to all, but is aimed at the information technology professional. Areas under consideration include journalism, information and computer science, the management of information, electronic communication and the Internet. Issues considered include privacy, freedom of speech, the proprietary status of information and its display, computer crime and abuse, justice in access to information, and so on. Students study moral theory, professional codes of ethics and case studies from a variety of professions.

Prerequisite(s): None

- PSYC 319 The Impact of Technology on Human and Org. Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

Note: To meet the requirements for graduation, students need to take additional 20 to 30 credits in general education and/or some additional elective credits.

A recommended four-year curriculum plan

For students who would like to start the program from Metropolitan State University as a freshman, a recommended first four-semester plan is provided as follows:

Semester	Course	Credit
Semester 1	MATH 115 - College Algebra (Goal IV)	4
	WRIT 131 - Writing I (Goal I)	3
	ICS 140 - Programming Fundamentals	4
	General Education (Goal I: Communication)	
	Example: COMM 103 - Public Speaking	3
	Total semester credits	14
Semester 2	WRIT 231 Writing II (Goal I)	3
	CFS 262* - Computer and Operating System Fundamentals I (Goal I)	4
	CJS 101 - Introduction to Criminal Justice (Goal IV)	3
	General Education (Goal III)	
	Example: PHYS 111 - General Physics I	5

	(algebra based)	
	Total semester credits	15
Semester 3	CFS 264* - Computer and Operating System Fundamentals II	4
	CJS 210 - Constitutional Law	3
	STAT 201 - Statistics (Goal IV)	4
	Free electives	4-6
	Total semester credits	15-17
Semester 4	CFS 280* - Introduction to Computer Forensics	4
	POL 301 - Citizenship in a Global Context (Goals V and IX)	4
	General Education (Goal X)	4
	Example: NATH 201 - Nature Study	
	Free electives	3-5
	Total semester credits	15-17
Total Credit	At least 16 credits in GE, 30 in major, and up to 14 free electives	59-63

* CFS: Computer Forensic Science, new courses Note: General education goals covered are I, III, IV, V, IX and X.

For students who completed the first two-year of the program at a two-year college or at Metropolitan State University, the next four-semester study plan is recommended as follow:

Semester	Course	Credit
Semester 5	ICS 382 - Computer Security	4
	POL 331 - Law and Legal Process (Goal V)	4
	LAW 325 - Criminal Procedure and Investigation	4
	General Education (Goal VII)	
	Example: ANTH 301 - Approaches to Cultural Anthropology	4
	Total semester credits	16
Semester 6	CFS 380* - Computer Crime Scene Investigation	4
	ICS 461 - Data and Voice Communication	4
	CJS 387 - White Collar Crime	4
	General Education (Goal VIII)	
	CJS 340 Comparative Criminal Justice	3
	Total semester credits	15
Semester 7	POL 333 - Constitutional Law: Civil rights and Civil Liberties (Goal IX)	4
	PHIL 325 - Criminal Justice Ethics (Goal VI)	4
	General Education (The first upper-division library art course)	4

	Example: COMM 302 Advanced Public Speaking	
	Free electives	3-5
	Total semester credits	15-17
Semester 8	CFS 499* - Computer Forensics	3
	Internship/Capstone Project	4
	General Education	7-9
	(the second upper-division liberal art course)	
	EX: SOC 301 Contemporary Sociology	
	Free electives	
	Total semester credits	14-16
Total Credits	At least 16 credits in GE, 30 in major, and up to 14 free electives	60-64
Note: General education goals covered are VI, VII, VIII, and two upper division liberal art courses.		

Computer Information Systems Major B.A.

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Metropolitan State's computer information systems (CIS) major prepares students to be information systems professionals. This major provides a foundation of both theoretical and practical knowledge in the many aspects of information sciences. Course work to develop effective communication as well as analytical and problem-solving skills is complemented by hands-on courses in Metropolitan State's state-of-the-art computer labs. An emphasis on Web and other Internet technologies is an integral part of the major. A minimum of 20 semester credits of major requirements must be completed at Metropolitan State.

The CIS major enables students to become developers, designers or information system analysts 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. CIS majors can go on to pursue careers as Web analysts, systems analysts, computer support analysts, database designers and analysts, technical managers, and application programmers.

Admission to the Major

Students interested in pursuing a major in computer information systems must apply to the program. To be eligible for admission to either major, students must be admitted to the university and meet minimum application requirements. The following prerequisite courses or equivalents must be completed with a C- or better, or competency in previous work experience must be demonstrated. Transfer credit for these courses is common.

1. Major Prerequisites (26--30 credits)

- [**MATH 115 College Algebra**](#)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [**MATH 215 Discrete Mathematics**](#)

Using applications to motivate the material, stressing problem-solving techniques, and with meaningful connections to computer science, this course covers theories of equations, matrices, combinations, probability, logic and mathematical reasoning.

Prerequisite(s): MATH 115 College Algebra

- ICS 140 Programming Fundamentals

This course is designed for students who have not had significant course work or experience in computer programming. Fundamental programming constructs are covered including input, output, variables, primitive data types, looping, selection, methods, parameter passing and arrays. Classes and objects are introduced. In addition, students create simple graphical user interfaces (GUI's) and use library classes. Problem-solving techniques, algorithm design and debugging techniques are explored using pseudocode, the Unified Modeling Language (UML) class diagrams and other tools. Students are expected to have some experience with using a computer before they take this course and should be able to manipulate files and directories.

Prerequisite(s): MATH 115 College Algebra (may be taken concurrently).

Other Information: Note: This class uses the Java language.

- ICS 141 Programming with Objects

In this course, students continue to learn how to structure and design object-oriented computer programs. Topics include objects, classes, containment, inheritance and polymorphism. Students write programs involving multiple classes. Language features such as methods, parameter passing, arrays, arrays of objects, file handling, exceptions and strings are emphasized. Problem-solving and algorithm-design techniques are explored using pseudocode, Unified Modeling Language (UML) class diagrams interaction diagrams, and simple patterns. Design of good test cases and debugging techniques are highlighted. Searching and sorting algorithms are discussed. Credit is not given for more than one of ICS 141 Programming with Objects, or ICS 180 Java for Transfer Students.

Prerequisite(s): ICS 140 Programming Fundamentals or equivalent knowledge of Java
AND
MATH 215 Discrete Mathematics (may be taken concurrently).

Other Information: Note: This class uses the Java Language.

- ICS 240 Programming with Elementary Data Structures

Students learn intermediate object-oriented design, programming, debugging, testing skills, and algorithms in this course via the study of list, stack, queue and tree abstract data types. Other topics include recursion, hashing and complexity analysis. Design, testing and documentation are emphasized.

Prerequisite(s): ICS 141 Programming with Objects or equivalent knowledge of Java AND
MATH 215 Discrete Mathematics

Other Information: Note: This course uses the Java language.

Two writing courses, as defined to meet general education requirements

ICS 141, ICS 240 and MATH 215 must be completed with a minimum cumulative GPA of 2.5 on a 4.0 scale. Students may apply for provisional admission to the programs while concurrently enrolled in ICS 240 (and/or MATH 210 for CS majors). Students on academic probation are not admitted to the program.

Students learn to program in ICS 140 Programming Fundamentals, ICS 141 Programming with Objects and ICS 240 Programming with Elementary Data Structures 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.

2. Required Core Courses (24 credits)

These courses are common to the CIS major, and they present and synthesize material that is essential to professionals in the field. In these courses, students explore the 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. Transfer credit and prior experience equivalent to these courses is less common. 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.

Required courses include the following:

CIS Major Upper-division Requirements ([gif](#))

- One course in calculus or statistics and probability
- [ICS 225 Web Design and Implementation](#)

This course focuses on how to design and implement information services over the Internet from the client side. Topics include the principles, strategies and policies of World Wide Web design, such as the rules of the 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 to implement client-side computing, and how to employ state-of-the-art tools to embed interactive pages into Web-based applications. Server-side processing, such as user authentication and file access, is introduced briefly.

Prerequisite(s): ICS 141 Programming with Objects or equivalent Java experience.

- [ICS 311 Database Management Systems](#)

This course 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 DESIGN, query tools and SQL; evaluation of database management systems; responsibilities of data and database administrators; database integrity, security and privacy; and current and emerging trends. Database management systems such as MYSQL are used in the course. Overlap: ICS 311T Database Management Systems.

Prerequisite(s): ICS 141 Programming with Objects or equivalent knowledge of Java.
AND
MATH 215 Discrete Mathematics

Other Information: Overlap: ICS 311T Database Management Systems.

- ICS 325 Internet Application Development

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(s): ICS 225 Web Design and Implementation

- ICS 370 Software Design Models

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(s): ICS 240 Programming with Elementary Data Structures

- ICS 499 ICS Capstone Project

This course, based in part upon students' previous experiences, should be taken during the final year of the degree program. In the capstone course, students complete a group project and study technical, ethical and social issues facing the information systems professional. A written report and oral presentation are required.

Prerequisite(s): ICS 370 Software Design Models and completion of at least 24 hours of upper-division work in the major.

3. **Electives (15 credits)**

Elective courses allow concentrated work in an area of choice. Advanced areas of study include multimedia systems development, computer security, software engineering, advanced topics in computer science such as simulation, networking, and operating systems, or business courses in project management or management information systems. Students who do not have computer-related work experience are strongly encouraged to seek an internship. The elective courses should be completed toward the end of the degree. Students are encouraged to choose a set of elective courses which form a cohesive package. A maximum of six lower-division elective credits may be accepted with an advisor's permission.

Electives for the computer information systems major must be distributed as follows:

Group 1. At least one of the following:

- ICS 425 Client/Server Architectures

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 (Struts) design pattern and other useful design patterns will be used to explain typical architectural approaches.

Prerequisite(s): ICS 225 Web Design and Implementation OR
ICS 240 Programming with Elementary Data Structures

- ICS 460 Computer Networks

This course focuses on the principles and practices of the OSI and TCP/IP models of computer networks. The students study the protocols and mechanisms utilized by each of the layers for routing, flow control, error checking and congestion control. The network design, security and administration are discussed in detail.

Prerequisite(s): ICS 340 Data Structures

- ICS 461 Voice and Data Communications

This course emphasizes the technical underpinnings of voice and data communication systems including engineering specifications, architectures, protocols and capacities. Relevant system design, development and operational considerations associated with deploying these communication systems are discussed.

Prerequisite(s): CFS 280 Introduction to Computer Forensics or AND
ICS 240 Programming with Elementary Data Structures AND
MATH 215 Discrete Mathematics or instructor's consent.

- ICS 470 Software Engineering

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 life cycle, and introduces various process models used to develop software. Other topics include system verification and validation, software project management and software inspection.

Prerequisite(s): ICS 370 Software Design Models

Group 2. Any of the following:

- Any upper-division ICS course (see Group 3 for exceptions)
- Any CFS course (see course descriptions)
- One ICS internship (3 credits)
- DSCI 420 Project Management

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(s): MGMT 310 Management Principles and Practices

- Selected management information systems courses*
- Advanced mathematics courses*
- Selected psychology courses*
- Selected media studies courses*

* Consult advisor for permission to take electives offered by other departments. See [Web page](#) for complete list of alternatives.

Group 3. *This area is not required; however, a maximum of one of the following can be included as an elective.*

- [WRIT 271 Technical Writing](#)

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- [COMM 351 Communication in Work Groups](#)

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.

Prerequisite(s): None

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

- [COMM 352 Organizational Communication](#)

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.

Prerequisite(s): None

- [COMM 361 Managerial Communication](#)

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- ICS 381 Societal Issues in Computing

This course is a writing intensive, research-oriented, in-depth study of the uses of and issues related to computers and information systems in society. Topics include the benefits and social impact of computer technology with respect to social, political and legal issues. Controversies and alternative points of view are evaluated on issues such as privacy vs. access to information; freedom of speech vs. control of content on the Internet; reliability and safety; the changing nature of work; and market-based vs. regulatory solutions. Students research and write extensively on course topics.

Prerequisite(s): None

Other Information: Prerequisite: Fulfill university general education writing requirements.

- ICS 390 Future Trends for Computers and Technology

This independent study emphasizes alternative futures for computers and technology in the next 20 years. Its primary focus is the next decade covering alternative futures for computer architecture, computer hardware, computer software, computer applications, the office-of-the-future, people amplifiers and other areas of student interest. Various forecasting techniques are used to gain awareness of possible futures.

Prerequisite(s): None

Other Information: Prerequisite: Fulfill university general education writing requirements.

- PHIL 204 Introduction to Symbolic Logic

Symbolic logic uses formal methods in order to study the properties of arguments in a precise and rigorous manner. In particular, it provides us with techniques by which we can put the premises and conclusion of arguments into symbolic notation in order to test whether those arguments are valid. In this course, both the propositional calculus, which deals with the logical relations that hold among whole propositions, as well as the predicate calculus, a system which allows analysis of whole propositions into subject and predicate form, are considered. This more complicated form is used in order both to display the logical relations that hold among the parts of propositions and to construct proofs. The application of formal logic techniques features prominently in many disciplines, such as linguistics, cognitive science, decision theory, computer science and artificial intelligence. Note: Students should be algebra-ready as determined by the University's diagnostic assessment test. This course fills the General Education Mathematics requirement.

Prerequisite(s): None

Other Information: Note: Students should be algebra-ready as determined by the University's diagnostic assessment test. This course fills the General Education Mathematics requirement.

- PHIL 303 Principles of Inquiry: Ways of Knowing

This course is an investigation into the nature of inquiry itself. That is, it examines how investigations are conducted in the natural and social sciences, in mathematics and in the humanities. Questions about the nature of knowledge, theory and investigation are central to the course. Case studies from various fields supply some of the evidence. Students with concentrations in computer information systems, management information systems or philosophy find this course particularly beneficial.

Prerequisite(s): None

- PHIL 327 Ethics in the Information Age

This course explores a range of moral questions raised by the introduction of new technologies in the production, distribution and use of information. The course is open to all, but is aimed at the information technology professional. Areas under consideration include journalism, information and computer science, the management of information, electronic communication and the Internet. Issues considered include privacy, freedom of speech, the proprietary status of information and its display, computer crime and abuse, justice in access to information, and so on. Students study moral theory, professional codes of ethics and case studies from a variety of professions.

Prerequisite(s): None

Computer Science Major B.S.

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The computer science major is a solid, flexible program, focused on establishing a firm foundation in the theory of computing, 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.

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 math and calculus in order to explore the theoretical foundations of computing. Additional mathematical study is highly recommended. Math and programming prerequisites should be completed early in the major.

Students are expected to demonstrate programming competency in C or C++. This may be satisfied by doing appropriate course work, or by taking a competency test administered by the department, or by successfully completing ICS 365 Comparative Programming Languages. ICS 365 meets the Group I Elective requirement as well.

Admission to the Major

Students interested in pursuing a major in computer science must apply to the program. To be eligible for admission to either major, students must be admitted to the university and meet minimum application requirements. The following prerequisite courses or equivalents must be completed with a C- or better, or competency in previous work experience must be demonstrated.

Transfer credit for these courses is common.

1. Major Prerequisites (26-30 credits)

- **MATH 120 Precalculus** OR

This course is designed to prepare students for calculus. It covers, in an accelerated format, the material from MATH 115 College Algebra and MATH 116 Trigonometry.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: A TI-83 graphing calculator is required for this course.

- **MATH 115 College Algebra** and

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 116 Trigonometry

This course introduces trigonometric functions using right triangles and the unit circle. Topics include using trigonometry to solve geometric problems, graphs of trigonometric functions, modeling periodic phenomena, trigonometric identities and inverse trigonometric functions. Students wishing to take calculus have the option of taking either MATH 120 (Precalculus) or taking both MATH 115 (College Algebra) and MATH 116 (Trigonometry).

Prerequisite(s): MATH 115 College Algebra (can be taken concurrently.)

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators. This course cannot be used to satisfy the college algebra competence requirement.

- MATH 210 Calculus I (for CS majors)

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 215 Discrete Mathematics

Using applications to motivate the material, stressing problem-solving techniques, and with meaningful connections to computer science, this course covers theories of equations, matrices, combinations, probability, logic and mathematical reasoning.

Prerequisite(s): MATH 115 College Algebra

- ICS 140 Programming Fundamentals

This course is designed for students who have not had significant course work or experience in computer programming. Fundamental programming constructs are covered including input, output, variables, primitive data types, looping, selection, methods, parameter passing and arrays. Classes and objects are introduced. In addition, students create simple graphical user interfaces (GUI's) and use library classes. Problem-solving techniques, algorithm design and debugging techniques are explored using pseudocode, the Unified Modeling Language (UML) class diagrams and other tools. Students are

expected to have some experience with using a computer before they take this course and should be able to manipulate files and directories.

Prerequisite(s): MATH 115 College Algebra (may be taken concurrently).

Other Information: Note: This class uses the Java language.

- ICS 141 Programming with Objects

In this course, students continue to learn how to structure and design object-oriented computer programs. Topics include objects, classes, containment, inheritance and polymorphism. Students write programs involving multiple classes. Language features such as methods, parameter passing, arrays, arrays of objects, file handling, exceptions and strings are emphasized. Problem-solving and algorithm-design techniques are explored using pseudocode, Unified Modeling Language (UML) class diagrams interaction diagrams, and simple patterns. Design of good test cases and debugging techniques are highlighted. Searching and sorting algorithms are discussed. Credit is not given for more than one of ICS 141 Programming with Objects, or ICS 180 Java for Transfer Students.

Prerequisite(s): ICS 140 Programming Fundamentals or equivalent knowledge of Java
AND
MATH 215 Discrete Mathematics (may be taken concurrently).

Other Information: Note: This class uses the Java Language.

- ICS 240 Programming with Elementary Data Structures

Students learn intermediate object-oriented design, programming, debugging, testing skills, and algorithms in this course via the study of list, stack, queue and tree abstract data types. Other topics include recursion, hashing and complexity analysis. Design, testing and documentation are emphasized.

Prerequisite(s): ICS 141 Programming with Objects or equivalent knowledge of Java AND
MATH 215 Discrete Mathematics

Other Information: Note: This course uses the Java language.

Two writing courses, as defined to meet general education requirements

ICS 141, ICS 240 and MATH 215 must be completed with a minimum cumulative g.p.a. of 2.5 on a 4.0 scale. Students may apply for provisional admission to the programs while concurrently enrolled in ICS 240 (and/or MATH 210 for CS majors). Students on academic probation are not admitted to the program.

Students learn to program in ICS 140 Programming Fundamentals, ICS 141 Programming with Objects and ICS 240 Programming with Elementary Data Structures, 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.

2. **Required Core Courses (32 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. Courses in parallel or sequential algorithm analysis and computing theory provide preparation for graduate or theoretical study. Key topics, including networking and distributed systems, are threaded throughout the core.

The upper-division courses (300--400-level) should be completed in the middle of the degree, except for ICS 499 ICS Capstone Project, which is taken in one of the last two semesters.

Required courses include the following:

CS Major Upper-Division Requirements ([gif](#))

Choose one of the following math courses: **Note:** This chosen course cannot also be counted as an elective.

- [MATH 211 Calculus II](#)

This is a continuation of Math 210 Calculus I. Following the same approach as in MATH 210, this course covers the definite integral, the fundamental theorem of calculus, numerical methods for evaluating integrals, techniques of integration and series.

Prerequisite(s): MATH 210 Calculus I

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [MATH 251 Introduction to Probability and Statistics](#)

This is an introductory course in probability theory and statistics. Topics include discrete and continuous random variables, conditional probability and Bayes' formula, stochastic independence, distributions and expectations of random variables, conditional expectations, and applications to statistics.

Prerequisite(s): MATH 211 Calculus II and AND
STAT 201 Statistics I

- [MATH 315 Linear Algebra and Applications](#)

This course covers the following topics: systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, general vector spaces, and eigenvalues and eigenvectors.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus

- [MATH 340 Mathematical Modeling](#)

In this course, the emphasis is on the modeling process of phenomena arising in nature, business, industry and technology. Empirical as well as conceptual modeling are integrated. Dynamic, stochastic and optimization models as well as their analyses are introduced.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

- MATH 360 Operations Research
- [ICS 340 Data Structures](#)

In this course students continue to explore advanced computer science concepts. Topics include advanced sorting and searching algorithms, trees and graphs, with an emphasis on recursive solutions. Complexity analysis is studied. This is a programming intensive course.

Prerequisite(s): ICS 240 Programming with Elementary Data Structures AND
MATH 215 Discrete Mathematics

- [ICS 362 Computer Organization and Architecture](#)

This course introduces machine language, computer architecture, data representations and aspects of distributed systems. Topics include conventional von Neumann architecture, the internal representation of data, instruction sets and formats, addressing, the fetch/execute cycle, memory architectures, and I/O architectures, as well as hardware components, such as gates and integrated chips.

Prerequisite(s): ICS 141 Programming with Objects or equivalent Java experience AND
MATH 215 Discrete Mathematics

- [ICS 365 Comparative Programming Languages](#) or a course in C or C++ programming

This course is a comparative study of programming paradigms including structured programming, object-oriented programming, functional programming and logic programming from the viewpoints of syntax, naming conventions, control structures, procedures and parameter passing, data types, objects, nesting and scope, new data types, input and output, exception handling, dynamically varying structures, and parallel processing. The course also introduces the principles of lexical analysis and parsing.

Prerequisite(s): ICS 240 Programming with Elementary Data Structures AND
MATH 215 Discrete Mathematics

- [ICS 370 Software Design Models](#)

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(s): ICS 240 Programming with Elementary Data Structures

- [ICS 441 Foundations of Computing Theory](#)

This course establishes the mathematical and logical foundations of the discipline of computer science, as applied to models of computation, grammars and parsing, solvable and unsolvable problems, and P and NP complexity classes.

Prerequisite(s): ICS 340 Data Structures AND
MATH 210 Calculus I

- ICS 462 Operating Systems

This course presents the theories of operating systems. Topics include internal architectures, processes, scheduling, deadlock, memory management and file systems. Distributed and parallel computing are discussed. Existing operating systems are used for illustration.

Prerequisite(s): ICS 240 Programming with Elementary Data Structures AND
ICS 362 Computer Organization and Architecture AND
MATH 215 Discrete Mathematics and knowledge of C or C++ language.

- ICS 499 ICS Capstone Project

This course, based in part upon students' previous experiences, should be taken during the final year of the degree program. In the capstone course, students complete a group project and study technical, ethical and social issues facing the information systems professional. A written report and oral presentation are required.

Prerequisite(s): ICS 370 Software Design Models and completion of at least 24 hours of upper-division work in the major.

3. Electives (12 credits)

Elective courses allow concentrated work in an area of choice. Choices include theoretical computing topics, networking, project management, internships and advanced mathematics. Students are encouraged to choose a set of elective courses which form a cohesive package. A maximum of four lower-division elective credits may be accepted with advisor's permission. Courses taken to meet required core courses may not also count as electives.

Electives for the computer science major must be distributed as follows:

Group 1. At least one of the following:

- ICS 365 Comparative Programming Languages

This course is a comparative study of programming paradigms including structured programming, object-oriented programming, functional programming and logic programming from the viewpoints of syntax, naming conventions, control structures, procedures and parameter passing, data types, objects, nesting and scope, new data types, input and output, exception handling, dynamically varying structures, and parallel processing. The course also introduces the principles of lexical analysis and parsing.

Prerequisite(s): ICS 240 Programming with Elementary Data Structures AND
MATH 215 Discrete Mathematics

- ICS 425 Client/Server Architectures

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 (Struts) design pattern and other useful design patterns will be used to explain typical architectural approaches.

Prerequisite(s): ICS 225 Web Design and Implementation OR
ICS 240 Programming with Elementary Data Structures

- ICS 441 Foundations of Computing Theory

This course establishes the mathematical and logical foundations of the discipline of computer science, as applied to models of computation, grammars and parsing, solvable and unsolvable problems, and P and NP complexity classes.

Prerequisite(s): ICS 340 Data Structures AND
MATH 210 Calculus I

- ICS 460 Computer Networks

This course focuses on the principles and practices of the OSI and TCP/IP models of computer networks. The students study the protocols and mechanisms utilized by each of the layers for routing, flow control, error checking and congestion control. The network design, security and administration are discussed in detail.

Prerequisite(s): ICS 340 Data Structures

- ICS 470 Software Engineering

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 life cycle, and introduces various process models used to develop software. Other topics include system verification and validation, software project management and software inspection.

Prerequisite(s): ICS 370 Software Design Models

- Any upper-division (300-level or higher) math course

Group 2. Any of the following:

- Additional Group 1 (above) electives
- Any other upper-division ICS courses (see Group 3 below for exceptions)
- Any CFS course (see course descriptions)
- ICS internship (3 credits)
- MATH 251 Introduction to Probability and Statistics

This is an introductory course in probability theory and statistics. Topics include discrete and continuous random variables, conditional probability and Bayes' formula, stochastic independence, distributions and expectations of random variables, conditional expectations, and applications to statistics.

Prerequisite(s): MATH 211 Calculus II and AND
STAT 201 Statistics I

- DSCI 420 Project Management

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(s): MGMT 310 Management Principles and Practices

Group 3. *This area is not required; however a maximum one of the following can be included as an elective.*

- ICS 381 Societal Issues in Computing

This course is a writing intensive, research-oriented, in-depth study of the uses of and issues related to computers and information systems in society. Topics include the benefits and social impact of computer technology with respect to social, political and legal issues. Controversies and alternative points of view are evaluated on issues such as privacy vs. access to information; freedom of speech vs. control of content on the Internet; reliability and safety; the changing nature of work; and market-based vs. regulatory solutions. Students research and write extensively on course topics.

Prerequisite(s): None

Other Information: Prerequisite: Fulfill university general education writing requirements.

- ICS 390 Future Trends for Computers and Technology

This independent study emphasizes alternative futures for computers and technology in the next 20 years. Its primary focus is the next decade covering alternative futures for computer architecture, computer hardware, computer software, computer applications, the office-of-the-future, people amplifiers and other areas of student interest. Various forecasting techniques are used to gain awareness of possible futures.

Prerequisite(s): None

Other Information: Prerequisite: Fulfill university general education writing requirements.

Other Electives

The contents of ICS 490 Special Topics in Information and Computer Sciences and ICS 492 Emerging Technology vary from semester to semester. These electives may be applied to Group 1 or Group 2 elective requirements only with prior advisor approval.

Criminal Justice Major B.A.

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The B.A. in criminal justice provides students with a broad analysis of the relationship between law and society as well as a thorough examination of the interrelationships, functions and operations of the different components of the criminal justice system. Students completing a criminal justice major are well-prepared for employment and advancement in a wide range of criminal justice careers. To earn a B.A. in criminal justice, students must complete the minimum bachelor's degree requirements, including 54 semester credits of criminal justice course work.

Required Core Courses (42 credits)

- [CJS 101 Introduction to Criminal Justice](#) (prerequisite for all criminal justice and law enforcement courses) *

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.

Prerequisite(s): None

- [CJS 200 Literature in Criminal Justice](#) (prerequisite for all criminal justice and law enforcement courses)

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

- [CJS 210 Constitutional Law](#) (a, b)

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(s): CJS 200 Literature in Criminal Justice

- [CJS 300 Corrections](#) (a, b)

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, and financial penalties.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- [CJS 302 Juvenile Justice](#) (a, b)
- [CJS 320 Applied Criminology](#) (a, b)

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

- [LAW 330 Critical Issues in Law Enforcement](#) (a, b)

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

- [CJS 350 Citizenship: Community Involvement](#) (a, b)

Students participate in a supervised service-learning experience in a social service agency. Through 60 hours of service-learning experience, students apply the principles of citizenship in a democratic society.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- [CJS 360 Diversity Issues in Criminal Justice](#) (a, b) *

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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- [CJS 375 Criminal Justice Ethics](#) (a, b) *

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- CJS 483 Research Seminar in Criminal Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice

- CJS 490 Criminal Justice Capstone (a, b, c)

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. A final project (senior thesis) demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field.

Prerequisite(s): CJS 483 Research Seminar in Criminal Justice

Other Information: Note: This course should be taken the semester the student graduates.

Prerequisites:

- a. CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

- b. CJS 200 Literature in Criminal Justice

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

- c. CJS 483 Research Seminar in Criminal Justice

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(s): CJS 200 Literature in Criminal Justice

*** Note:** CJS 101 Introduction to Criminal Justice, CJS 340 Comparative Criminal Justice, CJS 360 Diversity Issues in Criminal Justice, and CJS 376 Criminal Justice Ethics, may also be used to fulfill general education/liberal studies requirements.

Directed Electives (12 credits)

- 1. Criminal justice majors must select 12 elective credits (4 course minimum) of criminal justice or law enforcement courses listed below (CJS 101 and CJS 200 or instructor consent are prerequisites for all CJS and LAWE courses):**

- o CJS 110 Careers in Criminal Justice

This course introduces students to an array of career paths taken by criminal justice students throughout the public, private, and non-profits sectors. The course broadens students' understanding of the direct and indirect criminal justice professional opportunities through presentations by professionals in the field and research of possible career choices. This course also focuses on the selection process, including resume development and job interviewing.

Prerequisite(s): None

- o CJS 310 Introduction to Security Management

This course explores the past, current and future trends in security management. The basic concepts, tools and practices that comprise security management are examined. Students learn how to identify and minimize risk in a private setting. They also learn the basics of physical security and access control as well as how to identify potential liability in the security field. In addition, this course examines various career opportunities in security management.

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

- o CJS 315 Dynamics of Criminal Sexual Assault

This course examines the incidence of sexual assault and rape in our society and focuses on its prevention through awareness, self confidence, knowledge of the offender and strategies to protect women when confronted. The course explores situations where women might encounter sexual assault. The course presents choices and options women may take to survive dangerous situations. The course will instruct students in basic self-defense techniques. In addition, professionals in the field will provide insight on rape and domestic assault.

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

- o CJS 333 Gangs

This course examines the gang subculture, focusing on the values that prompt juveniles to join and stay involved in the gang. Based on research involving personal interviews of gang members from the Twin Cities, this course is designed to provide students and professionals with strategies for preventing and/or reducing the prevalence of gangs.

Prerequisite(s): None

- o CJS 335 Murder: A Global Perspective

This course is a cross-cultural exploration of murder with a focus on the United States and comparisons with other societies. Through a general review of accumulated research, this course provides a broad understanding of the crime as a phenomenon that affects all societies. The course examines many dimensions of murder including different categories of murder, why people commit murder and the most common methods used, characteristics of those most likely to commit murder, victimization, judicial response to murder and ways to reduce its incidence.

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

- CJS 339 Violent Crime Investigation

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(s): CJS 101 Introduction to Criminal Justice

- CJS 340 Comparative Criminal Justice *

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.

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

- CJS 345 Organization and Administration in Criminal Justice

This course examines the operation of criminal justice organizations and provides students with a conceptual foundation to explore the workings of the criminal justice system. Emphasis is placed on understanding internal and external influences on the operations of criminal justice agencies including the people, practices and events that shape criminal justice administration.

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

- CJS 346 Victimology

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(s): None

- CJS 354 Restorative Justice

This course is designed to allow students to develop a working definition and knowledge of Restorative Justice. Students will examine Restorative Justice from a historical, sociological, criminological and psychological perspective. Throughout the course, a wide range of specific "restorative practices" will be studied, reviewed and analyzed. Issues related to diversity will also be explored.

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

- CJS 356 Urban Violence

This course examines the causes of violence in urban areas and the effects they have on law enforcement, the criminal justice system and communities. Students explore the various solutions for alleviating violence, focusing on those amenable to community-oriented approaches to crime reduction.

Prerequisite(s): None

- CJS 365 Criminal Justice and the Media

Students in this course explore the roles and responsibilities that the electronic and print media have in reporting crime and criminal justice news. Students identify and analyze the nature of criminal justice agencies and media relationships with various criminal justice agencies.

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

- CJS 367 Introduction to Forensic Science

This course examines the processing of crime scenes for forensic evidence, the collection and preservation of the evidence, the analysis performed by forensic scientists, and ultimately the responsibility of trial testimony. The course includes demonstrations and case studies to cover such forensic science disciplines as latent prints, DNA, trace evidence, footwear impressions, proper crime scene processing and documentation, firearms examinations, and tool marks.

Prerequisite(s): None

- CJS 370 Probation and Parole

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 procedure and are introduced to future trends and philosophies. In addition, throughout the course, students supervise a mock caseload of probationers and parolees. This course is not only beneficial for those interested in pursuing a career as a probation or parole officer, but for anyone involved in or wishing to pursue a career as a criminal justice practitioner.

Prerequisite(s): None

- CJS 377 Criminal Justice Practicum (4 credits maximum)

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.

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

- CJS 382 Selected Topics in Criminal Justice

This course provides students an opportunity to study specific issues and concerns in criminal justice and law enforcement. A variety of contemporary and relevant course topics are offered for in-depth analysis based on student interest and demand.

Prerequisite(s): None

○ CJS 387 White Collar Crime

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(s): None

2. **Any non-core criminal justice class is also included.**

○ LAW 104 First Responder for Law Enforcement

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 Department of Public Health First Responder Certification.

Prerequisite(s): None

○ LAW 301 Community-oriented Policing

This course presents a systematic overview of community-oriented policing and its approaches to crime prevention and reduction. Using case studies, this course presents a framework for a planned, proactive response to crime by all components of the criminal justice system and the community. Students examine and learn to apply principles of planning, research, organization and evaluation as applied to community problems.

Prerequisite(s): None

○ LAW 325 Criminal Procedure and Investigation

This course examines the legal aspects of the investigation and arrest process and the fundamentals of criminal procedure: statutory elements of felony and misdemeanor offenses, crime scene control, evidentiary rules, search and seizure, interrogation, and constitutional limitations.

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

○ LAW 370 Assisting Families in Crisis

This course examines the social and psychological dynamics associated with families in crisis and the role of the police in providing assistance in crisis situations. Factors leading to conflict in family relationships (victims, offenders and police families) are addressed. The application of principles for mediating family conflicts is stressed.

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

○ LAWE 400 Managing Police Organizations

This course is designed for police officers assuming first-line supervisory roles or interested in preparing for promotional opportunities. It focuses on theories, concepts and knowledge regarding police supervision including leadership, ethics and diversity, motivation, communication, conflict resolution, and team development in effective supervision.

Prerequisite(s): None

Other Information: Prerequisite: Upper division status or instructor's consent.

○ LAWE 410 Managing Human Resources in Law Enforcement

This course focuses on the application of theories and concepts to problems police supervisors encounter in their duties as police managers. It covers the following areas: labor/management issues, performance evaluations, discipline and labor laws, recruitment and retention issues, budgeting, interviewing candidates for positions, legal updates, facilitating teamwork, dealing with difficult employees, and critical incident management.

Prerequisite(s): None

Other Information: Prerequisite: Upper division status or instructor's consent.

○ LAWE 431 Police Culture

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.

Prerequisite(s): None

Other Information: Prerequisite: Upper Division status or instructors consent

○ LAWE 445 Police Leadership: Contemporary Issues

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

Prerequisite(s): None

Other Information: Prerequisite: Upper division status or instructor's consent.

Child Psychology Minor

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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.

Requirements (20 credits)

1. Required Courses (8 credits from the following)

○ [PSYC 100 General Psychologys](#)

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.

Prerequisite(s): None

○ [PSYC 308 Child Psychology](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

2. Guided Electives (4 credits)

○ [PSYC 330 Psychology of Learning: Contemporary Theories and Applications](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ [PSYC 327 Psychological Testing](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 385 Educational Psychology

This course helps students become knowledgeable about educational psychology theories and methods. Topics include research in education, the study of teacher behavior, intelligence testing, classroom dynamics, affective and cognitive factors in learning, and instructional and administrative strategies in education.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 356 Early Childhood Development within a Social, Cultural and Historical Context

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar or equivalent with instructor's consent.

3. Additional Electives (8 credits from the following)

○ PSYC 339 Working with Children in the Middle Years

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 102 Dynamics of Parent/Child Relationships

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.

Prerequisite(s): None

○ PSYC 305 Behavior Disorders in Children

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 390 Mental Retardation: Issues, Assessment and Intervention

This independent study focuses on the study of mental retardation as a multidisciplinary study in both theory and practice. Students gain an understanding of intervention causes, issues and methods related to mental retardation to ensure successful mainstreaming within the community.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

○ PSYC 393 Special Education Overview

This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 306 Child Abuse

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 212 Introduction to Diversity and Ethics in Psychology

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? Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

o HSFS 342 Children in U.S. Society

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.

Prerequisite(s): None

o PSYC 360 Friday Forum Topics relevant to child psychology (.5 semester credits per forum)

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.

Prerequisite(s): None

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.

Community Organizing and Development Minor

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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.

Overview

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.

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.

Required Courses

- [ETHS 309 The Color of Public Policy](#)

This class looks at public policies and addresses how various communities have been impacted by these policies. How and why did transportation policies break up neighborhoods? How did housing policies influence the segregation pattern in the metropolitan area? These and other related questions are addressed in this course. Overlap: POL 309 Color of Public Policy

Prerequisite(s): None

Other Information: Overlap: POL 309 Color of Public Policy

- [SOC 311 Community Organizing and Social Action](#)

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.

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

- [POLS 343 Perspectives on Community Development](#)

Intended for both planning professionals and citizens interested in building strong urban neighborhoods, this course explores both the technical and social aspects of community development. Perspectives on race, ethnicity and social class are incorporated into an examination of how the cultural fabric of communities can be integrated into the physical and economic process. Material is drawn from a variety of urban communities throughout the United States, including successful examples from neighborhoods in the Twin Cities regions.

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

- SSCI 350I Social Science Internship

- [SSCI 010 Social Science Internship Group Meetings](#)

See Class Schedule for meeting dates/times.

Prerequisite(s): None

Earning the Community Development Minor

In order 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 First College notifies students' advisors when the minor is complete. The minor is recorded on students' transcripts.

Creative Writing Minor

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Students must complete a total of 19 credits; up to eight credits may be transferred or at the lower-division level.

Requirements (19 total credits)

1. Required Courses (13 total credits)

- [WRIT 251 Introduction to Creative Writing](#)

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

2. Electives (16 credits)

- [WRIT 324 Topics in Creative Writing](#)

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- [WRIT 352 Writing Memoir and Creative Nonfiction*](#)

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- [WRIT 353 Writing Short Fiction*](#)

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or instructor's consent.

- WRIT 354 Writing Poetry*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 356 Writing Humor*

This course is a serious inquiry into what's funny, how to write that way and how to say something important in the process. Each writer will focus on developing an idea of serious purpose and conveying that purpose through the use of humor. All genres are welcome. This course may be repeated for credit.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 357 Writers as Readers*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent

- WRIT 355 Writing Children's Literature*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 358 1000 Words or Less*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 481 Advanced Creative Writing*

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.

Prerequisite(s): None

Other Information: Prerequisite: Two 300-level creative writing courses or instructor's consent.

- WRIT 541 Writing for Publication and Profit

This course examines writing as a full-or part-time business. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry and edit their own works. Prerequisite: A 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

Only one course from below can be counted towards Electives

- SCRW 313 Beginning Screenwriting

The process of writing narrative screenplays will be introduced through writing exercises, screenplay readings and analysis, film viewings and discussion. Some of the writing exercises will explore creativity and individual voice. Other exercises will develop practical skills such as writing high context dialog and vivid action. Writing in the 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.

Prerequisite(s): None

- SCRW 314 Intermediate Screenwriting

How does the written word translate into narrative film? What does it mean to think cinematically? What is original voice? What does the process of rewriting entail? What is a

production ready screenplay? These topics and others are explored through writing and rewriting several short screenplays. A sense of authorship is explored and developed. The elements of dramatic structure are introduced and practiced.

Prerequisite(s): SCRW 313 Beginning Screenwriting

- SCRW 415 Advanced Screenwriting

Building on knowledge and experience gained from Beginning and Intermediate Screenwriting, this course focuses on writing long form narrative screenplays. Essential components of screenwriting such as structure, dialog, character development, action, conflict and cinematic potential will be examined and integrated. Reading and screenplay analysis will sharpen advanced critical skills. Career planning and graduate school planning is also included. Note: This course may be taken twice for credit.

Prerequisite(s): None

Other Information: Note: This course may be taken twice for credit.

- THEA 400 Playwriting I

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.

Prerequisite(s): None

- THEA 587 Playwriting II

From the well-made play to theater with a social conscience, this course uses a workshop approach to further explore and challenge the playwright's "voice" through a professional process of discussion, analysis, work with a director and rewriting. Students may explore a variety of subjects and styles or expand upon projects in progress. This class may be taken as an independent study with instructor's consent.

Prerequisite(s): THEA 400 Playwriting I

*** May be repeated once for credit**

Criminal Justice Minor

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The criminal justice minor is designed for students who are interested in the broad field of criminal justice and includes core courses that allow for depth of study in the field. The criminal justice minor is intended for students who are pursuing majors in other disciplines, or an individualized degree, and who wish to develop a minor within their program. The minor's required courses (see below) are supported by three courses (9 semester credits) of electives.

Required Courses (22 credits)

❓ CJS 101 Introduction to Criminal Justice (prerequisite for all criminal justice and law enforcement courses)

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.

Prerequisite(s): None

❓ CJS 200 Literature in Criminal Justice (prerequisite for all criminal justice and law enforcement courses)

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

❓ CJS 300 Corrections (a.b.)

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, and financial penalties.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

❑ CJS 320 Applied Criminology (a.b.)

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

❑ Directed Electives (9 semester credits, three class minimum). Law Enforcement courses cannot be used as directed electives for the criminal justice minor.

Prerequisites

a. CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

b. CJS 200 Literature in Criminal Justice

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

Dental Hygiene (B.S.D.H.) Baccalaureate Completion Program

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This program provides associate degree dental hygienists from accredited institutions an opportunity to complete a Bachelor of Science in Dental Hygiene (B.S.D.H.). The design of this program is based on recent Minnesota legislation called "Limited Authorization of Dental Hygienists" commonly referred to as "Collaborative Agreements." This legislation allows a dental hygienist to practice in alternative settings once a formal agreement between a dentist and dental hygienist is established. One goal of this

program is to graduate students who are community-minded oral health care providers. Three of the courses included in this degree completion program are required for admission into the Masters of Dental Hygiene Program.

Admission Requirements

The following requirements are necessary for admission to the B.S.D.H. program in the College of Nursing and Health Sciences.

- Associate degree
 - Active dental hygiene license (or letter from program director if within five months of graduation)
 - Cumulative GPA of 3.00 (4.00 scale)
 - Diagnostic assessment in mathematics as deemed necessary
 - All required immunizations; successful background check; and professional liability insurance
- 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 application will be required to complete continuing education courses to meet these requirements.

Normandale Community College offers pain management continuing education courses and B.S.D.H. students will be given priority admission. These requirements must be completed before enrolling in the Restorative Functions or Capstone courses. Students with questions regarding these requirements should contact the program advisor.

Application Process

- Attend an Information/Pre-Admission meeting
- Complete the application form for Baccalaureate Completion in Dental Hygiene
- Submit \$20.00 application fee
- Submit official transcripts from all previously attended colleges or universities
- Submit a 200-300 essay related to how applicant's talents, experiences, opinions, and career goals will enhance the oral health of underserved and diverse populations

Program Requirements

- A minimum of 120 semester credits are required to graduate
- A minimum of 40 semester credits must be at the upper division level
- 48 semester credits of general education/liberal studies goal areas are required, at least eight semester credits of which must be upper-division liberal studies

Program Courses

Many courses in the dental hygiene curriculum employ online teaching/learning strategies.

Requirements (21-22 total credits)

- DENH 310 Collaborative Practice Dental Hygiene (4 credits)

This course focuses on the application of dental public health principles to collaborative and advanced practice dental hygiene. Emphasis is placed on the transfer of knowledge from traditional dental hygiene care provided in a private dental office to community-based oral health care programs. Students will design a hypothetical or actual collaborative practice agreement and project.

Prerequisite(s): None

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

- DENH 320 Management of Oral Health Care Delivery (3 credits)

This course is designed to assist the dental hygienist in understanding current and relevant issues impacting collaborative and advanced dental hygiene practice. Dental practice economics, practice management with a strong emphasis on community partnerships in clinical settings that will focus on leadership skills, negotiation, conflict resolution, coalition building, and strategies for oral health care delivery will be presented. The course examines theories and current and emerging advanced practice issues including entrepreneurship, non-profit corporations, and fundamentals of tax laws, overhead costs, benefit packages, billing and negotiation with third party payers and facilities.

Prerequisite(s): None

Other Information: Prerequisites: Admitted to the Baccalaureate Degree Completion Program in Dental Hygiene or to the Postbaccalaureate Certificate in Dental Hygiene.

- DENH 330 Populations with Special Oral Health Needs (3 credits)

The course focuses on topics encountered by the Collaborative Practice Dental Hygienist. Information on the life span of the dental client is presented. Normal and diseased states of the oral cavity are addressed. The course emphasizes the pediatric and geriatric client. Topics on cultural diversity and access to dental care issues are also included in the course. An overview of treatment modalities for the medically compromised client is also discussed. Ethical issues on populations with special needs are also reviewed.

Prerequisite(s): None

- 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 external

evidence from research. Emphasis is on strategy, methodology, and research design with clinical focus on dental hygiene standards of care and process of care and dental hygiene diagnosis, as related to collaborative dental hygiene practice.

Prerequisite(s): None

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

- **DENH 420 Restorative Functions** (4 credits)

This course focuses on the principles and handling characteristics of dental amalgam, glass ionomers, composite resins and stainless steel crowns. Students will place, contour, and adjust amalgam, glass ionomer, supragingival composite resin (Class I and V) restorations as well as adapting and cementing stainless steel crowns in the laboratory and clinical setting.

Prerequisite(s): None

Other Information: Prerequisites: Admitted to the Baccalaureate Degree Completion Program in Dental Hygiene or to the Postbaccalaureate Certificate in Dental Hygiene.

- **DENH 430P Dental Hygiene Capstone** (4-5 credits)

*** No course descriptions ***

Clinical Requirements

- Evidence of malpractice insurance
- Evidence of current immunization
- Background check

Background Check

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

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

Dental Hygiene Post-Baccalaureate Certificate

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Collaborative Dental Hygiene Practice

A collaboration between Metropolitan State University and Normandale Community College. This program began fall semester 2007. It provides baccalaureate dental hygienists who have graduated from an accredited institution the opportunity to complete a certificate to augment their skills as dental hygienists. Three of the courses offered in the post-baccalaureate certificate program are required for admission to the Masters of Dental Hygiene program. The certificate program also includes a Restorative Functions course, new for dental hygienists in Minnesota.

Application Process

- Attend an Information/Pre-admission meeting
- Complete the application form for a Post-Baccalaureate Certificate in Dental Hygiene
- Submit \$20.00 application fee
- Submit official transcripts from all previously attended colleges or universities
- Submit a 200-300 essay related to how applicants talents, experiences, opinions, and career goals will enhance the oral health of underserved and diverse populations

Program Admission Requirements

- Official transcript from an accredited dental hygiene program
- Cumulative GPA of 3.0 (calculated from all college coursework)
- CPR Certification
- CPR, HBV series
- Background check
- Professional liability insurance
- Documentation of an active dental hygiene license
- Essay of 200-300 words

If the 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 will be required to complete continuing education courses to meet these requirements.

Normandale Community College offers these pain management continuing education courses and B.S.D.H. students will be given priority admission. These requirements must be completed before enrolling in the Restorative Functions or Capstone courses. Students with questions regarding these requirements should contact the program advisor.

Post Baccalaureate Certificate

A student will be required to complete 9-15 credits of dental hygiene coursework as listed below. The required certificate courses will be determined based upon the applicant's baccalaureate degree and/or career goals. Classes will be offered at the Normandale

Community College campus.

The Dental Hygiene Certificate Courses are:

- Collaborative/Advanced Practice Dental Hygiene (4 credits)
- Management of Oral Healthcare Delivery (3 credits)
- Restorative Functions (4 credits) Requires more campus time and a significant lab fee; must be taken before the Capstone course.
- Dental Hygiene Capstone Experience (4-5 credits) Last course taken and requires more participation during traditional/daytime hours.

Other possible courses to choose from:

- Populations with Special Oral Health Needs (3 credits)
- Evidence-Based Dental Hygiene Practice (3 credits)

Early Childhood Studies Major B.A.S.

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This major is designed primarily for students transferring from a MnSCU institution with a child development diploma or A.A., A.S., or A.A.S. 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 nonmajors.

It is expected that all students receiving a B.A.S. 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.

Requirements (43 credits)

All students are expected to have at least 124 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.

1. Prerequisite

- [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

- [PSYC 212 Introduction to Diversity and Ethics in Psychology](#)

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? Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. Required Courses

- [PSYC 308 Child Psychology](#) or

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

- [PSYC 308T Child Psychology Theory Seminar](#) (with advisor's permission)

This seminar, for parents, teachers, community volunteers and others who have worked extensively with children, explores theories that have contributed to the process of developing normal, healthy children. The information targets emotional rather than physical health. Lectures and discussion relate specific theories of Erik Erickson, Jean Piaget, Lawrence Kohlberg, B.F. Skinner and others to examples of children's behavior and parental responses. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 308 Child Psychology and Psyc 102 Dynamics of Parent Child Relationships.

Prerequisite(s): None

Other Information: Overlap: PSYC 308 Child Psychology and PSYC 102 Dynamics of Parent Child Relationships.

- PSYC 355 Theoretical Foundations of Child Development
- [PSYC 356 Early Childhood Development within a Social, Cultural and Historical Context](#)
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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar or equivalent with instructor's consent.

- [PSYC 357 Observing and Assessing Young Children: Birth through Age Five](#)

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

- [PSYC 359 Positive Behavior Guidance](#)

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

- [EDU 321 Urban Infant-Toddler Curriculum and Practicum](#) (Prerequisites PSYC 212 & PSYC 356)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND
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.

- [PSYC 415 Principles of Teaching and Learning in Early Childhood](#)

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

- [PSYC 416 Comparative Study of Early Childhood Program Models](#)

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

- [PSYC 030 Early Childhood Studies Internship Meeting](#)

See online class schedule for additional information.

Prerequisite(s): None

Other Information: Corequisite: Psyc 350I Early Childhood Internship Note: Early Childhood Studies students only. Contact instructor to register for the internship.

- PSYC 350I Early Childhood Studies Internship

- [PSYC 420 Early Childhood Studies Capstone: Professionalism and Ethical Issues](#)

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(s): PSYC 415 Principles of Teaching and Learning in Early Childhood

3. **Guided Electives (4 credits minimum)**

- [EDU 331 Physical Development, Health, and Nutrition and Effects of Drugs in Early Childhood Education](#)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND
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 361 The Arts in Early Childhood Education](#)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND
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 325 Emergent Literacy in Early Childhood Education](#)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND
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.

- [PSYC 102 Dynamics of Parent/Child Relationships](#)

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.

Prerequisite(s): None

- [PSYC 305 Behavior Disorders in Children](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 306 Child Abuse](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 324 Practical Behavior Analysis and Modification](#)

Students in this course examine the potential problems and ethical decision making in the applied behavior analysis field. Topics include the field's learning principles, history, ethical considerations, the behavioral model (identification of target behaviors, behavior measurement, intervention techniques and evaluation) and implementation strategies in a variety of contexts including clinical settings. Students also review recently published literature describing behavior analysis research.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 330 Psychology of Learning](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 385 Educational Psychology](#)

This course helps students become knowledgeable about educational psychology theories and methods. Topics include research in education, the study of teacher behavior, intelligence testing, classroom dynamics, affective and cognitive factors in learning, and instructional and administrative strategies in education.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 393 Special Education Overview](#)

This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 417 Language and Communication Development in Early Childhood](#)

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

- [HSA 372 Administration of Early Childhood Programs](#)

This independent study 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.

Prerequisite(s): None

Early Childhood Studies Theory Seminars

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](#)

This seminar, for parents, teachers, community volunteers and others who have worked extensively with children, explores theories that have contributed to the process of developing normal, healthy children. The information targets emotional rather than physical health. Lectures and discussion relate specific theories of Erik Erickson, Jean Piaget, Lawrence Kohlberg, B.F. Skinner and others to examples of children's behavior and parental responses. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 308 Child Psychology and Psyc 102 Dynamics of Parent Child Relationships.

Prerequisite(s): None

Other Information: Overlap: PSYC 308 Child Psychology and PSYC 102 Dynamics of Parent Child Relationships.

- [PSYC 350T Early Childhood Programs: Management Principles and Applications](#)

This seminar has been developed for individuals who have experience managing early childhood programs. The seminar identifies and evaluates critical success factors leading to effective managerial performance in the roles of planner, decision maker, organizer, leader and motivator. Lecture, discussion and readings examine current management theory and practices and apply them to early childhood programs.

Prerequisite(s): PSYC 308 Child Psychology

- PSYC 351T Early Childhood Programs: Regulatory, Financial and Facility Management

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.

Prerequisite(s): PSYC 308 Child Psychology

- PSYC 352T Early Childhood Programs: Advocacy and Communications

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

Economics Major B.S.

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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.

The economics program area also offers a minor in economics that allows students to go deeper in learning how to apply the basic concepts gained from taking the principles of macroeconomics and microeconomics. The economics minor provides a balance of theory and practice in order to increase students' ability to solve problems in their fields. The economics minor is offered primarily to the following categories of students: students from business and management fields in the College of Management, students from human services and public administration, and students from the liberal arts who desire to increase their knowledge of economics.

All economics courses may be used to fulfill the university's general education/liberal studies requirements.

Requirements:

The economics program includes at least 120 credits distributed in general education/liberal studies, foundation courses and study in economics or business economics.

1. **General Education/Liberal Studies**
 2. **COM Foundation Courses**
- MIS 100 Fundamentals of Information Technology in Organizations OR Computer competence
This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- **STAT 201 Statistics I**

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- **MATH 210 Calculus I**

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- **ECON 201 Macroeconomics**

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- **ECON 202 Microeconomics**

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

Economics Track

1. Required

- ECON 351 Intermediate Macroeconomics (Note: This course is offered on a two-year rotation basis and through independent study.)

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 210 Calculus I

- ECON 352 Intermediate Microeconomics (Note: This course is offered on a two-year rotation basis and through independent study.)

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 210 Calculus I

- ECON 420 Money, Banking and Financial Institutions

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

- ECON 497 Economic Research and Forecasting

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND

Other Information:

Note: Formerly ECON 597 Economic Research and Forecasting

2. Electives (four courses required from the courses below)

- **ECON 311 Economics of the Environment**

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.

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

- **ECON 313 Labor Economics**

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.

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

- **ECON 314 International and Comparative Economics**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

- **ECON 315 Economics of Diversity**

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.

Prerequisite(s): ECON 202 Microeconomics

- **ECON 316 Health Economics**

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. Students participate in an interactive computer simulation to design a national health care system.

Prerequisite(s): ECON 202 Microeconomics

- **ECON 496 Managerial Economics**

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(s): None

Business Economics Track

1. Required

- **ACCT 210 Financial Accounting (Foundation)**

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

- **ECON 314 International and Comparative Economics**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

- ECON 420 Money, Banking and Financial Institutions

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

- ECON 496 Managerial Economics

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(s): None

- ECON 497 Economic Research and Forecasting

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra AND
STAT 201 Statistics I

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

- FIN 390 Principles of Finance

Course description not currently available

2. **Economics Electives (three courses)**

- ECON 311 Economics of the Environment

- ECON 313 Labor Economics

- ECON 315 Economics of Diversity

- ECON 316 Health Economics

- DSCI 431 Managerial Problem-solving and Decision-making Methods or

This course introduces a variety of systematic behavioral and analytical approaches to problem formulation, problem solving, decision making and implementation issues. The primary focus is on conceptual and practical frameworks of successful managerial problem solving and decision

making. Individual and team problem solving and decision making issues will also be addressed. Special emphasis will be placed on real-life applications of problem-solving and decision-making methods using appropriate software programs.

Prerequisite(s): MGMT 310 Management Principles and Practices

- DSCI 434 Introduction to Operations Management (only one of these may be applied toward the business economics track)

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

- FIN 550 International Finance

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(s): FIN 392 Corporate Finance

Other Information: Overlap: IBUS 550 International Financial Management.

- MGMT 490 Challenges and Choices in Small Business and Entrepreneurship

This course focuses on making educated decisions to effectively start and grow small businesses. When combined with recommended courses, this course offers a strong foundation for students considering starting a business or managing a small business. Practical current cases are used to challenge students in management issues related to effective decision making in marketing, finance, production and other areas of knowledge required to be a business owner.

Prerequisite(s): None

- MKTG 420 Marketing Research

This course examines the processes and techniques used in securing, analyzing and creatively using information to identify marketing problems and opportunities, and for determining marketing strategies and plans. Students design and implement an actual marketing research study.

Prerequisite(s): MKTG 300 Marketing Principles AND
STAT 201 Statistics I or equivalent with instructor's consent.

Note: ECON 497 Economic Research and Forecasting is a capstone class which should be taken near the end of a student's program.

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra AND
STAT 201 Statistics I

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

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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunset policy requirements. Sunset policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

English Major B.A.

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The English major helps students to examine and interpret literature in English from a variety of viewpoints, and to understand the role of literature as a central expression of human cultures. Students completing the English major develop significant 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, 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.

Requirements (36 total credits)

1. One course from the two-semester survey of American literature (4 credits)

- [LIT 341 American Literature: Beginnings--1870](#)

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.

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

- [LIT 342 American Literature: 1870--Present](#)

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.

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

2. One course from the two-semester survey of English literature (4 credits)

- [LIT 371 English Literature: Beginnings--1800](#)

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.

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

- [LIT 372 English Literature: 1800--Present](#)

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.

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

3. One of the following (4 credits)

- LIT 501 Literary Criticism: Beginnings--1950

This course surveys influential literary theories from the time of Aristotle until the mid-twentieth century. Students become familiar with the main concepts of each theory and with how these theories have been applied by their developers and by subsequent critics. Students learn to apply theories to particular texts, both past and present. Discussions often focus on what distinguishes literature from other uses of language, how literature should be written, what purposes literature should serve, and how to recognize quality in literature.

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

- LIT 502 Literary Criticism: 1950--Present

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

- LING 547 History of the English Language

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.

Prerequisite(s): None

4. One course in literature written by women (4 credits)

- LIT 312 Women Writers

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. Overlap: WmnS 312 Women Writers

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

Other Information: Overlap: WMNS 312 Women Writers

- LIT 313 Minnesota Women in Literature and Arts
- LIT 314 Women Writers and a Feminist Critique
- LIT 315 Gender in Literature and Film

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. (Also listed as Wmns 315 Accounting for Gender in Literature and Film.) Overlap: WMNS 315 Accounting for Gender in Literature and Film

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

Other Information: Overlap: WMNS 315 Gender in Literature and Film

- LIT 362 Black Women Writers

Through novels, speeches, essays and poetry, this course explores the experience of black women writers in America from an historical perspective. Students learn techniques for critical reading and explore issues related to culture, gender, race and identity.

Prerequisite(s): WRIT 131 Writing I or have instructor's permission. Cross-listed with WMNS 362 Black Women Writers.

5. One course in ethnic or world literature (4 credits)

- LIT 361 African-American Literature

Through autobiographical writings, poetry, novels, films and short essays, this course explores the African-American experience from a historical perspective. Students learn techniques for critical reading and explore issues related to culture and identity.

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

- LIT 362 Black Women Writers

Through novels, speeches, essays and poetry, this course explores the experience of black women writers in America from an historical perspective. Students learn techniques for critical reading and explore issues related to culture, gender, race and identity.

Prerequisite(s): WRIT 131 Writing I or have instructor's permission. Cross-listed with WMNS 362 Black Women Writers.

- LIT 363 American Indian Literature

This course introduces students to the literary styles of Native American authors and the cultural systems from which they draw. The course surveys traditional foundations of various types of native literature through sound, music, natural cycles, spirituality and mystic symbols.

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

- LIT 367 Scandinavian Immigrants in Literature

This independent study acquaints students with important works of fiction relating to the experience of Scandinavian immigrants in America. Emphasis is placed on the works of Moberg and Rolvaag. Consideration is given to their novels both as literary works and or documentation in the history of Scandinavian immigration. Student interests determine the amount of emphasis on particular topics.

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

- HUM 310 The First Civilizations

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.

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

- HUM 311 The Classical World: Greece

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.

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

- HUM 312 The Classical World: Rome

Over a thousand-year span, Rome grew from an insecure settlement on the Tiber River to an empire dominating most of Europe, North Africa and the Near East. Even after 1,500 years, Europe and the Americas continue to reflect Roman political, technological, literary and intellectual culture, to which this course provides an introduction.

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

- HUM 313 Medieval Civilization

In this course, students study achievements in thought, art, architecture, religion, science and politics during the Middle Ages, the period between the collapse of Roman civilization (c. 500 A.D.) and its "rebirth" in the Renaissance about a thousand years later. Students read a selection of medieval texts in translation and examine a range of medieval arts and ideas.

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

- HUM 314 The Renaissance

This course explores the history of the European Renaissance (c. 1350-1650 A.D.) when a rebirth of classical ideas, values and standards energized all of the arts and sciences. But during the same period, the Reformation, a many-sided and far-reaching religious revolution within Christianity, shook the foundations of European culture and society. Modern science, philosophy, art, literature and political thought originate in this long collision of pagan and Christian cultures.

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

- HUM 315 The Enlightenment

The scientific revolution of the sixteenth and seventeenth centuries led to eighteenth-century doubts about Christianity and optimism about progress based on "enlightenment" or reason. If science could penetrate the secrets of nature, perhaps the same methods could be used in economics and politics? The resulting conflict between new ideas and ancient inequities led to political revolutions in America and France, and to cultural revolutions in industry, literature, philosophy and the arts. Students in this course study significant works by seventeenth and eighteenth century writers, thinkers and artists.

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

- HUM 316 Romanticism

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.

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

- HUM 317 Modernism

In the late nineteenth century, the romantic figure of the artist as an outsider who criticized society, yet helped rejuvenate mankind, evolved into the figure of the artist as a revolutionary adversary of society. Artists in the twentieth century questioned older social, philosophical and artistic forms and sought to create radically new, "modern" forms. To understand this development and how it has influenced the contemporary world, this course examines several influential modern(ist) texts, in connection with other developments in modern art, music, politics and thought.

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

- HUM 318 Postmodernism

Post-WWII Western societies pushed the Modernists' radical rejection of traditional aesthetics to the extreme limit, developing a new theoretical and aesthetic movement called Postmodernism. From the blurring of high and low culture, through the use of pastiche, collage, and bricolage, to the status of the object in an era of simulacra, the period is characterized by a number of distinct techniques and critical theories which we'll explore in a wide variety of art, film, new media, literature, architecture, and music.

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

- HUM 321 Myth

Myths and myth cycles have had a deep and pervasive influence on literature and culture, and thus on everyday life. This course examines the nature of myth and the modes of belief that have sustained it within various traditions, the myths themselves, their expression in literature from ancient to modern times, and theories of interpretation. The selection varies among Greek, Roman, Mesopotamian, Celtic and Germanic myth traditions, along with comparative material from other world traditions.

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

- HUM 326 Folklore

Folklore was and is part of everyone's everyday experience. This course examines the nature of folklore; the study, analysis and interpretation of folklore; various folk traditions; and real-life examples and uses of folk-lore. While emphasizing traditions of the United States, the course also presents aspects of folklore of other selected regions.

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

6. One course in Shakespeare (4 credits)

- LIT 377 Shakespeare

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.

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

7. Capstone Seminar (4 credits)

- LIT 480 Literature Capstone Seminar

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

8. Electives (8 credits)

Additional upper-division courses in literature or humanities, except LIT 334, LIT 437 or HUM 326. LIT 362 may apply to one requirement area only.

English Teaching Major B.S. (Communication Arts and Literature Licensure Grades 5-12)

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The English teaching major includes studying 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;
- **Media literacy**--print and nonprint media, and the effects of various electronic media on the communication process; and
- **Teaching theory**--the integration of communication arts and literature knowledge with an understanding of teaching theory (that is, applying instructional strategies that truly meet student needs).

Major Requirements

1. Prerequisites (credits do not count toward major)

- [COMM 103](#)

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.

Prerequisite(s): None

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

- [WRIT 121](#), [131](#) or [132](#)

WRIT 121

This course is the same as WRIT 131 Writing I except that sentence and paragraph structure are covered in more detail. Power of You and other 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.

Prerequisite(s): None

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 Diagnostic Services. This course is restricted to

WRIT 131

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 Diagnostic Services.

Prerequisite(s): None

Other Information: Prerequisite: Placement in WRIT 131 Writing I or WRIT 132 Written and Visual Communication on the writing assessment offered by Diagnostic Services.

WRIT 132

This course, which can be taken in place of WRIT 131 Writing I, is an introduction to the theory and practice of written and visual communication. Students read, write, view and produce visual and written texts in a variety of media. Emphasis is on developing writing skills and learning basic concepts of visual communication. Prerequisite: Placement in WRIT 131 Writing I on the diagnostic writing assessment offered by Diagnostic Services.

Prerequisite(s): None

Other Information: Prerequisite: Placement in WRIT 131 Writing I on the diagnostic writing assessment offered by Diagnostic Services.

- **WRIT 231, 261, 271 or WMNS 231**

WRIT 231

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

WRIT 261

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-

level writing course on the writing assessment offered by Diagnostic Services.

WRIT 271

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

WMNS 231

Gender and Writing is a topical approach to learning strategies in WRIT 231 Writing II (see course description.)

Prerequisite(s): WRIT 131 Writing I AND
WRIT 132 Written and Visual Communication or placement at Writ 231 on the assessment test offered by Diagnostic Services.

2. Content Area Courses (32+ credits)

Completing 8 or more credits from among any of the following courses is required for admission into the Urban Teacher Program (UTP). Students may enroll in any courses prior to UTP admission.

- LIT 300 Literary Analysis

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.

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

- LIT 332 Adolescent Literatures

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.

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

- WRIT 251 Intro to Creative Writing **or**

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- WRIT 331 Writing in Your Major

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.

Prerequisite(s): WRIT 231 Writing II AND
WRIT 271 Technical Writing OR
WRIT 261 Business Writing

- LING 316 Nature of Language or

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.

Prerequisite(s): None

- LING 326 Language and Culture

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.

Prerequisite(s): None

Choose one of the following in diverse literatures

- LIT 312 Women Writers

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. Overlap: WmnS 312 Women Writers

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

Other Information: Overlap: WMNS 312 Women Writers

- LIT 345 Urban Working-class Literature

Working-class literature is fiction and poetry written by people from working-class backgrounds about working-class life. This course introduces characteristic themes and techniques in American working-class novels written within the last 100 years, and considers the place of working-class writing within the larger context of American literature and culture. This literature explores some of the individual and community pressures bearing on working-class lives and generally affirms that, while not conforming to middle-class norms, working people live in ways that have integrity, honor and value.

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

- LIT 361 African-American Literature

Through autobiographical writings, poetry, novels, films and short essays, this course explores the African-American experience from a historical perspective. Students learn techniques for critical reading and explore issues related to culture and identity.

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

- LIT 362 Black Women Writers

Through novels, speeches, essays and poetry, this course explores the experience of black women writers in America from an historical perspective. Students learn techniques for critical reading and explore issues related to culture, gender, race and identity.

Prerequisite(s): WRIT 131 Writing I or have instructor's permission. Cross-listed with WMNS 362 Black Women Writers.

- LIT 363 American Indian Literature

This course introduces students to the literary styles of Native American authors and the cultural systems from which they draw. The course surveys traditional foundations of various types of native literature through sound, music, natural cycles, spirituality and mystic symbols.

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

Choose two of the following in classic literatures

- LIT 341 American Literature (Beginnings--1870)

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.

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

- LIT 342 American Literature (1870--Present)

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.

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

- LIT 371 English Literature (Beginnings--1800)

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.

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

- LIT 372 English Literature (1800--Present)

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.

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

- LIT 377 Shakespeare

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.

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

Choose one of the following in communication (3-4credits)

- COMM 231 Interpersonal Communication

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, and 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 variety of social and work situations. Overlap: COMM 231T Interpersonal Communication Theory Seminar and Comm 331 Interpersonal Communication for the Helping Professions.

Prerequisite(s): None

- COMM 333 Intercultural Communication

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.

Prerequisite(s): None

- **COMM 351 Communication in Work Groups**

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.

Prerequisite(s): None

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

- Choose one elective: Any 300+ level course (3-4 credits) in Literature, Humanities, Reading or Writing.

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 Urban Teacher Program. Please note that the university's Education Department 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.

Ethnic Studies Major B.A.

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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 and approved by the Ethnic Studies Department. 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 University.

Requirements (36 total credits)

Core Courses (16 credits are required for all tracks)

- [ETHS 100 Introduction to Ethnic Studies](#)

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.

Prerequisite(s): None

- [ETHS 200 Theories of Race, Ethnicity and Culture](#)

This survey course examines the conceptual development of race, ethnicity and culture from a variety of disciplinary perspectives. It focuses both on the differences and similarities in these conceptual frameworks. The American Indian, African American, Asian American, Chicano-Latino and Euro-American cultures are broadly examined. How these racial, ethnic and cultural concepts affect the contemporary experience of these groups in U.S. society is also examined.

Prerequisite(s): None

- [ETHS 400 Applied Research for Social Change](#)

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.

Prerequisite(s): None

- [ETHS 499 Ethnic Studies Capstone](#)

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.

Prerequisite(s): None

Cross-cultural Comparative Track

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.

1. **Core Courses (20 credits)**
2. **Three of the following courses (12 credits):**

- ETHS 302 Immigration and the New World

This course takes a systematic and historic look at the role of U.S. immigration and examines how it affected development of African, Asian, Chicano/Latino and American Indian cultures within the U.S. "national culture." The course also examines the impact of immigrants on U.S. and Minnesota economic, cultural and political life.

Prerequisite(s): None

- ETHS 303 Politics of Resistance and Protest Movements

There have been various efforts by communities to challenge the effects of discrimination and inequality in society. The creation and development of social resistance movements has been one such effort and is an important part of history. This class explores modern social movements and their relationship to racial and ethnic communities in the United States.

Prerequisite(s): None

- ETHS 304 Environmental Justice and Public Policy

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.

Prerequisite(s): None

- ETHS 305 Major Issues in U.S. Race Relations

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.

Prerequisite(s): None

- ETHS 306 Politics of Mixed Racial Identity

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.

Prerequisite(s): None

- **ETHS 309 The Color of Public Policy** (cross-listed with Political Science)

This class looks at public policies and addresses how various communities have been impacted by these policies. How and why did transportation policies break up neighborhoods? How did housing policies influence the segregation pattern in the metropolitan area? These and other related questions are addressed in this course. Overlap: POL 309 Color of Public Policy

Prerequisite(s): None

Other Information: Overlap: POL 309 Color of Public Policy

- **ETHS 310 Cross-cultural Conflicts in Organizations**

This course explores issues in cross-cultural relationships within pluralistic organizations. Students learn the meaning of such concepts as authority, respect and loyalty within racial/ethnic groups, and theoretical frameworks for understanding individuals and organizations with specific racial/ethnic identifications. Students learn how to apply effective communication strategies in pluralistic environments through a group assignment and field placement experience.

Prerequisite(s): None

- **ETHS 311 Understanding Racial and Ethnic Groups in the United States**

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.

Prerequisite(s): None

- **ETHS 315 Color of Incarceration**

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?

Prerequisite(s): None

3. Two courses in one of the following area studies (8 credits):

African American Studies

- **ETHS 342 Contemporary Perspectives on the African American Communities**

This course examines current issues facing the African-American community in the context of the historic struggle for social, economic and political empowerment. Contending ideas about both causes and solutions are explored. Examples of successful approaches to community empowerment are drawn from both local and national experiences.

Prerequisite(s): None

- ETHS 348 Sports and the African American Community

This course explores African American athleticism in historical and cultural contexts. The background of participation in sports from plantation days to the modern environment of the inner cities and the structure on athletic programs from inside and outside of an historically excluded population are examined along with the struggle to rise before the bars of color transcended. Special emphasis is placed on historic events involving key personalities including Jack Johnson, Joe Louis, Jackie Robinson, Althea Gibson, Mohammed Ali and Wilma Rudolph. Some exciting but little known videos are shown.

Prerequisite(s): None

- ETHS 344: African American History (Cross-listed with **HIST 311 African American History**)

Through autobiographical writings, poetry, novels, films and short essays, this course explores the African-American experience from a historical perspective. Students learn techniques for critical reading and explore issues related to culture and identity. (Also listed as Lit 361 African-American Literature.)

Prerequisite(s): None

Other Information: Overlap: HIST 311 African American Literature.

Students may also take other African and African American courses offered by the Ethnic Studies Department and other departments.

Asian American Studies

- ETHS 361 History of Asian Americans (Cross-listed with **HIST 320 History of Asian Americans**)

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.

Prerequisite(s): None

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

- ETHS 380: Special topics: Asian American Women: Myths and Realities

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.

Prerequisite(s): None

Students may also take other Asian and Asian American courses offered by the Ethnic Studies department and other departments.

Native Studies

- ETHS 332 Topics in Contemporary Native North America (***Cross-listed with RELS 322 American Indian Spirituality***)

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal sovereignty; federal, tribal, and state relationships; economic development; language preservations; 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.

Prerequisite(s): None

- ETHS 336 American Indian Literature (***also listed as LIT 363 American Indian Literature***)

This course introduces students to the literary styles of Native American authors and the cultural systems from which they draw. The course surveys traditional foundations of various types of native literature through sound, music, natural cycles, spirituality and mystic symbols. (Also listed as Lit 363 American Indian Literature.)

Prerequisite(s): None

Students may also take Native courses offered by the Ethnic Studies Department and other departments.

Chicano/Latino Studies

- ETHS 250 Introduction to Chicano Studies

This class provides students with an introduction to the study of Chicano/Latino people in the United States. In addition, students study the relevant social and policy issues which face Chicano/Latino people today. Included in this survey is the role of Chicano literature, Chicano theater and Chicano politics.

Prerequisite(s): None

- ETHS 352 Chicano Culture and Borderlands

This course examines the Chicano culture-its value system, problems and approaches to solutions. Topics include: education and the Chicano, the social/political environment of the Chicano, and an historical review of the Chicano from 1800 to the present. This independent study includes a visit to a Chicano community or social center.

Prerequisite(s): None

Students may also take Chicano/Latino courses offered by the Ethnic Studies Department and other departments.

Individualized Track

This track is designed for students wanting an individualized learning program in the ethnic studies major. In addition to the required core courses, 20 credit hours must be upper-division level courses. Students who declare an individualized track must consult with their advisors, complete an individualized track application and submit it to the Ethnic Studies Department. The application must be submitted to the department for review and approval no later than the fourth week of the semester. Students receive notification of their application's status no later than the eighth week of the semester in which they are submitted. If the department recommends revisions, the student is notified in writing with a timeline for resubmission. A student's individualized track must be approved by the department prior to the end of the semester of submission.

Economics Minor

1. Requirements

- [ECON 201 Macroeconomics](#)

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence

- [ECON 202 Microeconomics](#)

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence

2. Electives (three courses)

- [ECON 313 Labor Economics](#)

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.

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

- ECON 314 International and Comparative Economics

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.

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

- ECON 315 Economics of Diversity

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.

Prerequisite(s): ECON 202 Microeconomics

- ECON 316 Health Economics

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. Students participate in an interactive computer simulation to design a national health care system.

Prerequisite(s): ECON 202 Microeconomics

- ECON 351 Intermediate Macroeconomics

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 210 Calculus I

(Note: This course is offered on a two-year rotation basis and through independent study.)

- ECON 352 Intermediate Microeconomics

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 210 Calculus I

(Note: This course is offered on a two-year rotation basis and through independent study.)

- ECON 420 Money, Banking and Financial Institutions

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's

- ECON 496 Managerial Economics

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(s): None

- ECON 497 Economic Research and Forecasting

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra AND

Economics lab is offered twice a week during the fall and spring semesters and once a week during the summer. The lab is designed to assist students in ECON 201 Macroeconomics and ECON 202 Microeconomics classes and independent studies. Information on lab hours and locations is distributed at these classes and with independent study packets, and is available from the College of Management Web page at [College of Management Link](#).

Educational Psychology Minor

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The educational psychology minor is designed for those students who are interested in the theory and application of psychology in education. Such students might be interested in working with early childhood development programming, education, prevention/early intervention work or in areas of training and education within an organizational setting. The minor fits well with other majors including social work, human services and human resources.

Requirements (20 credits)

1. Required Courses (8 credits)

o [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

o [PSYC 385 Educational Psychology](#)

This course helps students become knowledgeable about educational psychology theories and methods. Topics include research in education, the study of teacher behavior, intelligence testing, classroom dynamics, affective and cognitive factors in learning, and instructional and administrative strategies in education.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. Guided Electives (4 credits from the following)

o [PSYC 330 Psychology of Learning: Contemporary Theories and Applications](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o [PSYC 327 Psychological Testing](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 384 Educational Futures

What is the role of the future in educational psychology and educational thought and teaching? In this independent study, students study topics related to education in the twenty-first century; alternative learning environments, modes and strategies; the current status of lifelong-learning philosophy, theories and methods in the United States and abroad; and futurist technology and research methods. Students learn techniques for futuristic/creative thinking about relationships and systems, and develop skills to assist them in resolving cultural, linguistic and other barriers to effective education and learning.

Prerequisite(s): None

o PSYC 324 Practical Behavior Analysis and Modification

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

3. Additional Electives (8 credits from the following)

o PSYC 339 Working with Children in the Middle Years

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 392 Psychology and Education of the Gifted

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information:

Note: After registering, call the Psychology Department at 651-999-5820.

○ PSYC 305 Behavior Disorders in Children

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 390 Mental Retardation: Issues, Assessment and Intervention

This independent study focuses on the study of mental retardation as a multidisciplinary study in both theory and practice. Students gain an understanding of intervention causes, issues and methods related to mental retardation to ensure successful mainstreaming within the community.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information:

Note: After registering, call the Psychology Department at 651-999-5820.

○ PSYC 393 Special Education Overview

This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 301 Adolescent Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 212 Introduction to Diversity and Ethics in Psychology

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? Students are

asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

○ PSYC 357 Observing and Assessing Young Children: Birth through Age Five

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

○ PSYC 415 Principles of Teaching and Learning in Early Childhood

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

○ PSYC 360 Friday Forum Topics relevant to educational psychology (.5 credits per forum)

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.

Prerequisite(s): None

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.

English Minor

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1. Requirements (20 total credits)

At least one course in literature written before 1800.

2. One of the following (4 credits)

• [LIT 341 American Literature: Beginnings-1870](#)

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.

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

• [LIT 342 American Literature: 1870-Present](#)

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.

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

• [LIT 371 English Literature: Beginnings-1800](#)

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.

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

• [LIT 372 English Literature: 1800-Present](#)

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.

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

3. One of the following (4 credits)

• [LING 316 The Nature of Language](#)

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.

Prerequisite(s): None

- LING 547 History of the English Language

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.

Prerequisite(s): None

4. **One course in literature written by women (4 credits)**

5. **One course in ethnic or world literature (4 credits)**

6. **One upper-division elective in literature or humanities (4 credits),**
except LIT 334, LIT 437 or HUM 326. LIT 362 may apply to one requirement area only

Ethnic Studies Minor

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Requirements (20 total credits)

1. Core Courses (8 credits)

- [ETHS 100 Introduction to Ethnic Studies](#)

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.

Prerequisite(s): None

- [ETHS 200 Theories of Race, Ethnicity and Culture](#)

This survey course examines the conceptual development of race, ethnicity and culture from a variety of disciplinary perspectives. It focuses both on the differences and similarities in these conceptual frameworks. The American Indian, African American, Asian American, Chicano-Latino and Euro-American cultures are broadly examined. How these racial, ethnic and cultural concepts affect the contemporary experience of these groups in U.S. society is also examined.

Prerequisite(s): None

2. Two courses from the following comparative courses (8 credits)

- [ETHS 302 Immigration and the New World](#)

This course takes a systematic and historic look at the role of U.S. immigration and examines how it affected development of African, Asian, Chicano/Latino and American Indian cultures within the U.S. "national culture." The course also examines the impact of immigrants on U.S. and Minnesota economic, cultural and political life.

Prerequisite(s): None

- [ETHS 303 Politics of Resistance and Protest Movements](#)

There have been various efforts by communities to challenge the effects of discrimination and inequality in society. The creation and development of social resistance movements has been one such effort and is an important part of history. This class explores modern social movements and their relationship to racial and ethnic communities in the United States.

Prerequisite(s): None

- [ETHS 304 Environmental Justice and Public Policy](#)

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.

Prerequisite(s): None

- ETHS 305 Major Issues in U.S. Race Relations

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.

Prerequisite(s): None

- ETHS 306 Politics of Mixed Racial Identity

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.

Prerequisite(s): None

- ETHS 309 The Color of Public Policy (cross listed with Political Science)

This class looks at public policies and addresses how various communities have been impacted by these policies. How and why did transportation policies break up neighborhoods? How did housing policies influence the segregation pattern in the metropolitan area? These and other related questions are addressed in this course. Overlap: POL 309 Color of Public Policy

Prerequisite(s): None

Other Information: Overlap: POL 309 Color of Public Policy

- ETHS 310 Cross-cultural Issues in Organizations

This course explores issues in cross-cultural relationships within pluralistic organizations. Students learn the meaning of such concepts as authority, respect and loyalty within racial/ethnic groups, and theoretical frameworks for understanding individuals and organizations with specific racial/ethnic identifications. Students learn how to apply effective communication strategies in pluralistic environments through a group assignment and field placement experience.

Prerequisite(s): None

- ETHS 311 Understanding Racial and Ethnic Groups in the United States

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.

Prerequisite(s): None

- ETHS 315 Color of Incarceration

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?

Prerequisite(s): None

3. **One course in the following area studies (4 credits)**

- African American Studies
- Asian American Studies
- Chicano/Latino Studies
- Native Studies

Courses

- ETHS 100 Introduction to Ethnic Studies

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.

Prerequisite(s): None

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This survey course examines the conceptual development of race, ethnicity and culture from a variety of disciplinary perspectives. It focuses both on the differences and similarities in these conceptual frameworks. The American Indian, African American, Asian American, Chicano-Latino and Euro-American cultures are broadly examined. How these racial, ethnic and cultural concepts affect the contemporary experience of these groups in U.S. society is also examined.

Prerequisite(s): None

- ETHS 250 Introduction to Chicano Studies

This class provides students with an introduction to the study of Chicano/Latino people in the United States. In addition, students study the relevant social and policy issues which face Chicano/Latino people today. Included in this survey is the role of Chicano literature, Chicano theater and Chicano politics.

Prerequisite(s): None

- ETHS 302 Immigration and the New World

This course takes a systematic and historic look at the role of U.S. immigration and examines how it affected development of African, Asian, Chicano/Latino and American Indian cultures within the U.S. "national culture." The course also examines the impact of immigrants on U.S. and Minnesota economic, cultural and political life.

Prerequisite(s): None

- ETHS 303 Politics of Resistance and Protest Movements

There have been various efforts by communities to challenge the effects of discrimination and inequality in society. The creation and development of social resistance movements has been one such effort and is an important part of history. This class explores modern social movements and their relationship to racial and ethnic communities in the United States.

Prerequisite(s): None

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Prerequisite(s): None

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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.

Prerequisite(s): None

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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.

Prerequisite(s): None

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This class looks at public policies and addresses how various communities have been impacted by these policies. How and why did transportation policies break up neighborhoods? How did housing policies influence the segregation pattern in the metropolitan area? These and other related questions are addressed in this course. Overlap: POL 309 Color of Public Policy

Prerequisite(s): None

Other Information: Overlap: POL 309 Color of Public Policy

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This course explores issues in cross-cultural relationships within pluralistic organizations. Students learn the meaning of such concepts as authority, respect and loyalty within racial/ethnic groups, and theoretical frameworks for understanding individuals and organizations with specific racial/ethnic identifications. Students learn how to apply effective communication strategies in pluralistic environments through a group assignment and field placement experience.

Prerequisite(s): None

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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.

Prerequisite(s): None

- ETHS 315 Color of Incarceration

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?

Prerequisite(s): None

- ETHS 332 Topics in Contemporary Native North America

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal sovereignty; federal, tribal, and state relationships; economic development; language preservations; 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.

Prerequisite(s): None

- ETHS 342 Contemporary Perspectives in African American Communities

- ETHS 348 Sports and the African American Community

- ETHS 352 Chicano Culture and Borderlands

This course examines the Chicano culture-its value system, problems and approaches to solutions. Topics include: education and the Chicano, the social/political environment of the Chicano, and an historical review of the Chicano from 1800 to the present. This independent study includes a visit to a Chicano community or social center.

Prerequisite(s): None

- ETHS 361 History of Asian Americans

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.

Prerequisite(s): None

Other Information: Overlap: HIST 320 History of Asian Americ

- ETHS 380: Special topics: Asian American Women: Myths and Realities

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.

Prerequisite(s): None

- ETHS 400 Applied Research for Social Change

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.

Prerequisite(s): None

- ETHS 410 Indigenous Peoples and Grassroots Development

- ETHS 499 Ethnic Studies Capstone

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.

Prerequisite(s): None

Additional courses that can fulfill ethnic studies minor requirement number 3:

Anthropology

- ANTH 321 Cultural Anthropology: Focus on Mexico and Central America (class only)

This course presents the general principles, theories, data and methods that anthropologists use in the study of humans and culture. Broad topics include economic, political, social and religious organizations with an emphasis on their roles in indigenous Central American cultures, such as the Maya. This course explores both past and contemporary peoples of Mexico, Guatemala, Belize and Honduras as well as their roles as new immigrants to the United States today.

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

- ANTH 309 New Neighbors: The U.S. Hmong Community

History

- HIST 361 Africa: From Ancient Times to 1800

This course is a survey of the history of sub-Saharan Africa to approximately 1800, exploring developments in the cultural, sociopolitical and economic life of the region. Specific topics include the Neolithic Revolution; the Great Bantu Migrations; rise and decline of states; the impact of Islam; the impact of trade on political, social and religious changes; and early European settlements in southern Africa. (Also listed as EthS 349 Africa: From Ancient Times to 1800.)

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 362 Africa: From Colonialism to Independence

This course examines the European conquest of Africa and the struggle of the African people for independence and the effects of both on the present day socioeconomic and political conditions of sub-Saharan Africa. Topics include the origins of the Atlantic slave trade; the impact of European colonialism on the social, economic and political life of Africa; the African response to colonial rule; the significance of African independence; the lingering impact of colonialism in present day Africa; and the nature and character of apartheid.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 120 The Chinese World

- HIST 121 Modern Asia

- HIST 310 American Indian History

History 310 is a general survey of the history Native North American nations from pre-contact through the late 20th century. Partly chronological and partly thematic, the course makes use of readings, lectures, films, group projects, community investigation and class discussion to introduce students to the rich diversity of Native North American societies and cultures. A key focus will be the efforts of Native Americans to revitalize their societies through incorporating change within a culturally persistent

world-view despite enormous European and European American pressure to assimilate into the dominant society. Course materials will also focus on how Europeans and European Americans were also confronted with the task of incorporating change introduced by Native Americans into their own world-view. The impact of contact and exchange profoundly affected both Native Americans and Europeans and is still affecting their descendants today. Students will be given the opportunity to explore Twin Cities' resources and take a turn at leading a class discussion.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 311 African American History

This course examines the history of African Americans and race relations in the United States from slavery to freedom. Emphasis is on putting the experiences of African Americans in the context of U.S. social, cultural and political history. The course encourages examination of primary sources (such as slave narratives, newspapers and speeches) to illuminate an African-American cultural and intellectual tradition in U.S. arts and letters. Assignments include library and/or other research.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: ETHS 344 African American Literature

- HIST 314 Pioneers and American Indians in the American West

- HIST 316 Prejudice in America

- HIST 315 Civil Rights Movement in the 1960s

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 370 Behind the Great Wall: The Real China

This course provides a topical overview of modern China. It teaches students how China's modern development was shaped by tradition, geography and history. It presents Chinese history, geography, government and politics, rural and urban life, education, the family, art and literature, economic development, and foreign policy. Students study major changes that have affected women and the family as China moved from a traditional nineteenth century society through the transition to the modern world. Students are encouraged to share their family, community and work experiences of Asia with the class.

Prerequisite(s): None

Other Information: Prerequisite: WRIT 131 Writing I or equivalent.

- HIST 371 Understanding Modern Japan

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 380 Mexico, Central America and the Caribbean Literature

Students study the changing faces of some of the United States' closest neighbors, Mexico and the countries of Central America and the Caribbean. Topics may include early American Indian societies, Columbus' discovery and its immediate aftermath, comparisons of the varied colonial experiences and each society's place in the modern world. Economics, social life, values and popular culture are all part of the mix of each country's history and their contemporary identities.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- LIT 361 African-American Literature

Through autobiographical writings, poetry, novels, films and short essays, this course explores the African-American experience from a historical perspective. Students learn techniques for critical reading and explore issues related to culture and identity.

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

- LIT 363 American Indian Literature Media Studies

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Media Studies

- MDST 330 Topics in Film Studies (depending on topic)

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.

Prerequisite(s): None

Other Information:

Note: This course may be taken twice for credit as long as the topic is different.

Philosophy

- [PHIL 362 African and African-American Philosophy](#)

This course examines philosophical works produced in Africa and about Africa, as well as work by and about African Americans. Topics may include: the ethno philosophy of Africa; the philosophy of liberation movements in Africa, the Caribbean and the United States; and contemporary philosophy in the United States and Europe as written by persons of African descent. Questions raised could include: Is there an "African philosophy"? What should the goals of liberation be? In what sense is there a "Black identity?" Are racial solidarity and racism related? How has the experience of persons of African descent been recorded philosophically? What is the experience of African-American intellectuals like?

Prerequisite(s): None

- [PHIL 385 Philosophy on the Front Page: Topics on Political and Social Philosophy \(depending on topic\)](#)

The topic of this course changes from semester to semester. It considers topics of current importance in social and moral philosophy. Topics may include ethics in government, environmental ethics, the nature of work, philosophical concepts of mothering, the challenge of surrogates, the justice of some international conflict, health care distribution, religion in politics, food and justice.

Prerequisite(s): None

Psychology

- [PSYC 328 Psychology of African Americans](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Religious Studies

- [RELS 333 Race and Religion](#)

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.

Prerequisite(s): None

- [RELS 322 American Indian Spirituality](#)

American Indians have a wonderfully rich tradition of wisdom and spirituality. This course looks at the spirituality of at least two nations of American Indians from a variety of perspectives including historical, sociological, anthropological and political. Students have the option to explore other American Indian nations if desired. Some community research is expected.

Prerequisite(s): None

Experimental Intermedia Arts Minor

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The study of intermedia arts combines the traditional artistic disciplines of music, dance, theater and the visual arts with creative writing and emerging media art forms such as video, film, computer-assisted multimedia and the electronic arts. Intermedia arts studies allow students to probe more deeply into the nature of their own creativity and to discover how their skills, knowledge and character might be applied to develop scholarly or creative intermedia projects. Perspectives gained through the study and practices of experimental intermedia arts can offer a range of benefits to students from the acquisition of enhanced personal creativity and self-confidence to a professional portfolio of performances and creative work.

Students in the experimental intermedia arts are able to engage materials, ideas and situations from personal perspectives and form them into original intermedia art works. They study the theories, techniques and development of the intermedia arts through historical examination of an assortment of sources from documentary to original intermedia productions, exhibitions and performances.

Requirements (20 total credits)

- [MUSC 330 Experimental Music](#) or [MUSC 322 Topics in Music](#)

This course explores the techniques, theories and applications of experimental music by directly engaging the materials of sound and developing individual and group methods and practices for creating original performances, compositions and installations.

Prerequisite(s): None

- [IMDA 340 Intermedia Arts](#)

This course traces the history and recent developments in the area of music, sound art, the visual arts, creative writing, movement, performance art and the new media arts, focusing in particular on the border regions between the various art forms, and the materials, methods, forms and practices developed by intermedia artists.

Prerequisite(s): None

- [IMDA 352 Creativity](#)

This seminar examines the nature of creativity within the framework of an open studio space, focusing on the individual and collective strategies and approaches to creating experimental intermedia art works designed specifically for the studio space. Note: This course may be taken up to three times for credit.

Prerequisite(s): None

- [IMDA 430 Collaboration](#)

This course examines the nature of collaboration in the arts in various experimental intermedia settings and situations. Students form collaborative projects in which the dynamics of creative decision making are applied to experimental art making. Note: This course may be taken up to three times for credit.

Prerequisite(s): None



Finance Major B.S.

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Finance is application of tools and concepts from mathematics, statistics, and economics to financial decision making. Solid preparation in these areas should precede finance courses. When choosing courses to meet general education and liberal studies requirements, and when choosing electives, students planning to major in finance should choose courses that use mathematics and courses that sharpen writing skills.

Requirements

The finance program consists of six parts:

1. General Education/Liberal Studies

2. COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [STAT 201 Statistics I](#)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

3. **Business Core Courses**

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- **DSCI 434 Introduction to Operations Management**

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

- **MGMT 499 Case Studies in Strategic Management**

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. Finance Intermediate Courses (three courses, all required)

- **ACCT 310 Financial Reporting**

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(s): ACCT 210 Financial Accounting and demonstrated competence in accounting mechanics (bookkeeping).

5.

Other Information: Note: Read chapters one and three before first class meeting.

○ ECON 420 Money, Banking, and Financial Institutions

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

○ FIN 392 Corporate Finance

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(s): FIN 390 Principles of Finance

6. Finance Advanced Courses (required: any three of the following courses)

○ ACCT 515 Financial Statement Analysis

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

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

○ FIN 511 Investments and Portfolio Analysis

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(s): FIN 392 Corporate Finance

○ FIN 550 International Finance

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(s): FIN 392 Corporate Finance

Other Information: Overlap: IBUS 550 International Financial Management.

○ **FIN 595 Advanced Corporate Finance** (formerly titled Strategic Finance)

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(s): ACCT 310 Financial Reporting AND
FIN 392 Corporate Finance

○ *Another upper-division course approved by the finance area coordinator.*

7. 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunseting policy requirements. Sunseting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Family Studies Minor

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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 two designated options within the family studies minor. The first is for students interested in professional work with families, and the second is for students interested in pursuing graduate course work in family studies. Contact an academic advisor or the advising office for information on these two options.

Required (20 total credits)

1. Required Core Courses (12 credits)

- [HSFS 143 The Family: A Social/Psychological Exploration](#) **students must take this course at the start of their matriculation into the program.**

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.

Prerequisite(s): None

- [HSFS 338 Family: Racial, Gender and Class Dimensions](#)

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.

Prerequisite(s): None

- [HSFS 339 Issues and Actions in Family Policy](#)

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.

Prerequisite(s): None

2. Elective Courses (8 credits)

Students select two electives for the family studies minor from the list below:

- HSFS 350I Human Services Individual Internship

- HSFS 341 Work and Family

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.

Prerequisite(s): None

- HSFS 342 Children in U.S. Society

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.

Prerequisite(s): None

- HSER 352 Family Counseling

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.

Prerequisite(s): None

- HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

- HSCD 301 Chemical Dependency and the Family

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. Prerequisite: Courses in chemical dependency or equivalent with instructor's consent. Note: This course is useful for students interested in family studies.

Prerequisite(s): None

Other Information: Note: This course is useful for students interested in family studies.

○ HSSG 376 Mental Health and Aging

This course examines issues related to the cognitive and affective development of individuals in their later years. It maps the developmental phases that typically result in impairments that are not physical, and outlines a set of strategies to facilitate coping with those impairments. The course is recommended for those involved in direct services-nurses, activities staff members, social workers and others involved in rehabilitation.

Prerequisite(s): None

○ HSSG 380 Aging: Planning and Policy Making

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.

Prerequisite(s): None

○ ANTH 302 Gender and Culture

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

○ ANTH 306 Kinship and Diversity

○ COMM 341 Family Communication

This course examines communication in families. Topics include communication, family relationships, normal stages of family development, power, conflict and decision making, and stress and communication within the family. Special emphasis is placed on skill building. Evaluation includes analysis of family communication.

Prerequisite(s): None

○ HIST 329 Legacies: A History of Women and the Family

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though

contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

Prerequisite(s): WRIT 131 Writing I or equivalent.

○ PSYC 102 Dynamics of Parent-Child Relationships

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.

Prerequisite(s): None

○ PSYC 103 Human Sexuality

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.

Prerequisite(s): None

○ PSYC 305 Behavior Disorders in Children

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 306 Child Abuse

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

o PSYC339 Working with Children in the Middle Years

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 340 Understanding Death and Dying

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 388 Marriage and Family Relations

This independent study addresses issues, problems and conflicts as well as possible solutions to various dilemmas in marriage and family relationships. Topics include processes of change in marriage, and problems and pressures on contemporary family units. Students complete individualized research projects.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

History Major B.A.

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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 (38 total credits) Each course can meet only one major requirement.

1. Introductory Level Requirements (10 credits)

- [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 naïve. 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. This course is required for history majors and minors, and for students on the social studies track in the Urban Teacher Program.

Prerequisite(s): WRIT 131 Writing I

- Introductory Level Electives (2 courses, 6 credits)
- 100 or 200 level U.S. history, western civilization or world history or Metropolitan State courses HIST 302-309

2. Upper-division Level (24 credits)

- Courses numbered HIST 302 and above are considered upper-division courses have been developed for study at this level.

- Outside U.S. History (2 courses, 8 credits) Subject matters in this category include international or comparative history. (See list below)
- Women's History (1 course, 4 credits) (See list below)
- Electives (3 courses, 12 credits) Upper-division level courses in any geographical area or field are appropriate.

3. Capstone Level (4 credits)

HIST 490 Historian as Investigator: Historical Research

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(s): HIST 301 Historical Interpretation Also, declared History major or instructors consent.

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.

Partial Listing of Lower-division Courses

• HIST 101 The American Past: To 1865

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.

Prerequisite(s): None

• HIST 102 The American Past: From 1865

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.

Prerequisite(s): None

- HIST 103 World History I: Patterns of Civilization to 1500

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.

Prerequisite(s): None

- HIST 104 World History II: The Modern World, 1500 to the Present

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.

Prerequisite(s): None

Partial Listing of Courses between 302-309

Although these courses are numbered above 302, they can be used to fulfil the introductory level elective requirement if you so choose.

- HIST 303 U.S. Economic Life: Business

How did the economic undertakings of the first colonists in Virginia and Massachusetts grow into today's businesses? How did American businessmen and women shape the Industrial Revolution and how, in turn, did that revolution influence American business? What is distinctive about American capitalism, and how did it come to be what it is? These and other subjects make up the story of business in U.S. Economic Life.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 304 U.S. Economic Life: Working People

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 farm workers 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 305 U.S. Economic Life: Technology

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 309 Women and Public Activism in the United States

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Partial Listing of Upper-division Topics Courses

U.S. History

- HIST 310 American Indian History

History 310 is a general survey of the history Native North American nations from pre-contact through the late 20th century. Partly chronological and partly thematic, the course makes use of readings, lectures, films, group projects, community investigation and class discussion to introduce students to the rich diversity of Native North American societies and cultures. A key focus will be the efforts of Native Americans to revitalize their societies through incorporating change within a culturally persistent world-view despite enormous European and European American pressure to assimilate into the dominant society. Course materials will also focus on how Europeans and European Americans were also confronted with the task of incorporating change introduced by Native Americans into their own world-view. The impact of contact and exchange profoundly affected both Native Americans and Europeans and is still affecting their descendants today. Students will be given the opportunity to explore Twin Cities' resources and take a turn at leading a class discussion.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 311 African American History

This course examines the history of African Americans and race relations in the United States from slavery to freedom. Emphasis is on putting the experiences of African Americans in the context of U.S. social, cultural and political history. The course encourages examination of primary sources (such as slave narratives, newspapers and speeches) to illuminate an African-American cultural and intellectual tradition in U.S. arts and letters. Assignments include library and/or other research.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: ETHS 344 African American Literature

- HIST 312 Beginnings of American Society: Colonial and Revolutionary History

During the seventeenth and eighteenth centuries, American Indians, European settlers and African slaves forged a new society. Emphasizing experiences of accommodation and conflict among diverse peoples in early North America, this course offers a multicultural perspective on the colonial era. The course explores the expansion of European settlers into North America; the comparative development of French, Spanish and British societies; diplomacy and war among Europeans and American Indians; the origins of slavery; and the impact of gender in colonial society.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 313 American Presidents

The president of the United States is the most powerful political leader in the world. And yet Americans know astonishingly little about the person they elect to the highest office in the land, and even less about past presidents—who they were, what they did, how they helped shape the history of the United States and the world. At the same time, paradoxically, the genre of presidential biography is an extremely popular one with the reading public. This independent study is a critical and analytical exploration of the history of America's past leaders. Periodically historians are surveyed to determine how they "rank" the American presidents. Among the issues considered are why presidents have been ranked as they have, and whether these rankings reflect reasonable judgments of their accomplishments in office. As students read about these men—for that is what they always have been—they should what constitutes political success, and why people remember some presidents as "great," and others as failures. Also to be considered is the issue of "character."

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 315 Civil Rights Movement in the 1960s

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 320 History of Asian Americans

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. The 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 when they have become full participants in the making of a multicultural America.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: ETHS 361 History of Asian Americans

- HIST 327 American History at the Movies

This course examines the ways in which the American movie industry has depicted major events and themes in American history and society, and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Students are expected to rent and view movies, in addition to in-class viewing, and to read materials relating to both American cinema and historical topics. A general understanding of U.S. history is recommended.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 328 Women in Modern U.S. History

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America—family life, sexuality, work, friendship, leisure, consumerism, and public activism—through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 329 Legacies: History of Women and the Family

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 331 Religion and Politics in America

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 531 Religion and Politics in America.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: RELS 355/555 Religion and Politics in America .

- HIST 332 Upheaval: Reform and Radicalism in Twentieth-century America

The United States has experienced several waves of political upheaval in the twentieth century, eras when many Americans sought to change their social and political system substantially. During the Progressive Era of the early twentieth century, the 1930s, and the 1960s, citizens used a variety of methods to press for reform or wholesale change. Students examine materials relating to these three eras of upheaval, and consider how similar or different they were, and how similar or different were the radicals and reformers.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 333 The Greening of America: Environmental History Since 1900

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).

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 334 The Great Depression of the 1930s

Students study factors that caused the collapse of the U.S. economy in the 1930s and government action against the social and economic consequences of the Great Depression. Students also examine the experiences of women, African Americans, working people and organized labor, and agricultural communities during the Depression. In short, this course provides students with both a broad sketch of the main currents that shaped American society and more focused examples of how and why the Great Depression affected various communities. It also includes two short research projects.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 336 The American Half-century: U.S. History Since World War II

After the global destruction of World War II, many people desired a peaceful "American century." This course examines the major events, developments and conflicts of what turned out to be, in some ways, an American half-century. 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 337 U.S. Foreign Relations, World War I to the Present

The United States emerged from World War I as the world's economic giant and from World War II as the dominant military power. Compelled by the Great Depression and Hitler's Germany to assume a role of global leadership, the nation encountered opportunities and challenges as a superpower after 1945. It helped transform Europe and Japan into economic rivals, waged a costly and dangerous "cold war"

with the Soviet Union, fought an inconclusive war in Korea, and suffered defeat in Vietnam. It acted like a "world policeman" yet could not control events in Latin America, the Middle East or Africa.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 338 U.S.-Russian Relations: Revolution, Cold War and the Present

This course focuses on relations between the United States and Russia since the Bolshevik Revolution of 1917. Topics include U.S. intervention in the Russian Civil War, the establishment of diplomatic relations between the United States and the Soviet Union, the Grand Alliance of World War II, the Cold War, the nuclear arms race, and the end of the Cold War. Although Russia no longer poses the threat to the United States that it once did, relations with this huge nation-a politically unstable country possessing a nuclear arsenal-remain extremely important to the United States and the rest of the world.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 341 The Vietnam War

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 342 The Sixties Experience

What really happened in the 1960s in America? Why is this decade remembered as a watershed, and why does it remain so controversial? This course examines closely the popular social movements whose size and impact made the 1960s an era that many Americans found exhilarating, and others found threatening. This course also considers the political context within which these movements unfolded, and which they sought to alter. Students are encouraged to peel back the layers of myth surrounding the popular memory of the 1960s and to develop their own ideas of what truly occurred then, and why it seems to matter so much (and even whether it should).

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 344 Controversies in Contemporary America: The 1980s and 1990s as History

This course takes "current events" out of the headlines and into the realm of history. We examine controversies and developments that have marked American political and social life in the past 25 years. Issues such as Ronald Reagan's election, economic policy, abortion, affirmative action, welfare, "political correctness," the Iran-Contra scandal and the Gulf War are considered. The class brings the perspective of history to bear on Reagan's presidency, the power of the conservative movement and the opposition to that movement.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 346 Minnesota History

In this course, students survey Minnesota history, its geography, economy and political history, focusing on the people who populated the territory and state from its earliest days to the present. Students learn through readings, maps, films, music, photographs, firsthand accounts and short stories. They relate events in Minnesota's history to national and international events, and to movements which have affected the state's social, political and economic development.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Prerequisite: Any writing course that is 100-level or above.

Outside U.S., International and Comparative History

- **HIST 350 Europe: Creation and Conflict, 1500-1789**

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.

Prerequisite(s): WRIT 131 Writing I

- **HIST 351 Europe: The Global Power, 1789-Present**

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- **HIST 353 Topics in European History**

Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States); women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- **HIST 354 History of the Holocaust**

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 355 Problems in Contemporary Europe in Historical Perspective

What is Europe? Who is a European? Why is there conflict in the Balkans? Have democracy and capitalism failed in Russia? Using the lens provided by the past, these and other 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 357 Women in Early Modern Europe

This course explores the world of early modern European 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 prophets, witches, writers, artists, artisans, queens and courtesans. To discover the lives of women in traditional European society is to better understand how women both shape and are shaped by the time and place in which they live.

Prerequisite(s): None

- HIST 361 Africa: From Ancient Times to 1800

This course is a survey of the history of sub-Saharan Africa to approximately 1800, exploring developments in the cultural, sociopolitical and economic life of the region. Specific topics include the Neolithic Revolution; the Great Bantu Migrations; rise and decline of states; the impact of Islam; the impact of trade on political, social and religious changes; and early European settlements in southern Africa. (Also listed as EthS 349 Africa: From Ancient Times to 1800.)

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 362 Africa: From Colonialism to Independence

This course examines the European conquest of Africa and the struggle of the African people for independence and the effects of both on the present day socioeconomic and political conditions of sub-Saharan Africa. Topics include the origins of the Atlantic slave trade; the impact of European colonialism on the social, economic and political life of Africa; the African response to colonial rule; the significance of African independence; the lingering impact of colonialism in present day Africa; and the nature and character of apartheid.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 363 World Environmental History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 370 Behind the Great Wall: The Real China

This course provides a topical overview of modern China. It teaches students how China's modern development was shaped by tradition, geography and history. It presents Chinese history, geography, government and politics, rural and urban life, education, the family, art and literature, economic development, and foreign policy. Students study major changes that have affected women and the family as China moved from a traditional nineteenth century society through the transition to the modern world. Students are encouraged to share their family, community and work experiences of Asia with the class.

Prerequisite(s): None

Other Information: Prerequisite: WRIT 131 Writing I or equivalent.

- HIST 371 Understanding Modern Japan

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 372 History of Japanese Popular Culture

In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 380 Mexico, Central America and the Caribbean

Students study the changing faces of some of the United States' closest neighbors, Mexico and the countries of Central America and the Caribbean. Topics may include early American Indian societies, Columbus' discovery and its immediate aftermath, comparisons of the varied colonial experiences and each society's place in the modern world. Economics, social life, values and popular culture are all part of the mix of each country's history and their contemporary identities.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 382 Latin American History I: To 1910

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.

Prerequisite(s): WRIT 131 Writing I or equivalent required.

- HIST 383 Latin American History II: 1910 to Present

This course surveys the last one hundred years of the history of Latin America, focusing on struggles to overcome economic dependency, underdevelopment, gross internal inequalities, a lack of democracy, and U.S. "hegemony" of domination. Students learn why Latin Americans faced these five challenges, and will be able to evaluate the many efforts of Latin Americans to grapple with them. Key historical developments, including globalization, environmental devastation, war, revolution and reform, and social movements will be surveyed. We will place contemporary issues facing Latin America in their historical context. Broad continental trends will be discussed and then tested by examining particular case studies.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Approved Course

- HIST 390 Business History: An International Perspective

Why were women unable to vote until the twentieth century? Why were women prohibited from working in most occupations until the 1970s? How were women able to engage in public activism despite legal barriers and the constraints of social custom? This course answers these questions by examining women's public activism in the United States from the colonial period to the social movements of the 1960s and 1970s. We will examine the historical factors that gave rise to social movements for women's suffrage in the nineteenth and early twentieth centuries as well as consider the strategies and goals that led to the passage of the Nineteenth Amendment to the U.S. Constitution in 1920. We will explore why, even with the franchise, women failed to further a women's rights agenda or influence mainstream politics from 1920 until World War II. The course also explains preconditions for social protest in the postwar era that eventually gave rise to a mass-based women's movement in the 1960s and 1970s, a social revolution that profoundly affected women's and men's lives. Throughout the course we will analyze how ethnic, racial, and class differences among women affected efforts to form coalitions for social change.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 392 History of Modern Technology: An International Perspective

From the heroic age of railroads and electricity to the modern age of microchips and laptops, technology has shaped the modern world, transforming neighborhoods into a global community. This course explores the comparative history of technology with a focus on the experiences of the United States, Great Britain, Germany, the USSR and Japan in the twentieth century. The goal is to understand both the forces that have shaped technological change and the social consequences of these changes in each of these cultures. Students study the essential features of American technological development and compare these characteristics to technological innovation in other cultures.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 393 History of Economic Thought

Beginning with an introduction to economic thought in the eighteenth century, this course focuses on the theories and policies of major economists in the nineteenth and twentieth centuries. Emphasis is on the study of how concepts changed over time and the historical causes and results of those changing ideas and beliefs. Students read from the works of the great economists, such as Adam Smith, Karl Marx and John Maynard Keynes, and undertake research projects.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 395 The Rise and Fall of Communism

This course is a general overview of the history of communism. It examines how the theories of Carl Marx were put to practice by leaders such as Lenin, Stalin and Mao. The class focuses on the antagonism between communist and noncommunist states and on the impact the communist regimes had on the people who lived under them.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 398 World War II: A Global History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Women's History

- HIST 309 Women and Public Activism in the United States

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 328 Women in Modern U.S. History

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic,

racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- **HIST 329 Legacies: History of Women and the Family**

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- **HIST 357 Women in Early Modern Europe**

This course explores the world of early modern European 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 prophets, witches, writers, artists, artisans, queens and courtesans. To discover the lives of women in traditional European society is to better understand how women both shape and are shaped by the time and place in which they live.

Prerequisite(s): None

- **HIST 394 Comparative Women's History**

Faculty-designed Independent Studies

Any upper-division course can be offered as a faculty-designed independent study.

Internships

The History Department encourages serious and disciplined history majors 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 3 credit-hour history course (HIST 350I).

For further inquiries, email History Department Internship Liaison, Sumiko Otsubo, at sumiko.otsubo@metrostate.edu or call her at 651-793-1477. During the summer, contact the Department Chair, Doug Rossinow at doug.rossinow@metrostate.edu or call him at 651-793-1468. 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. To contact the College of Arts and Sciences, please call 651-793-1440.

Hospitality Management Major B.A.S.

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The hospitality industry is one of the fastest growing in Minnesota and in the nation, and includes not only leisure-time and vacation activities, but also the work-related travel requirements of business and government employees. The travel and tourism industry includes hotels, restaurants, planned tours and cruises, casinos, theme parks, national and state parks, convention and visitor's bureaus, and many types of specialty retail shops. The goal of this program is to educate and equip students to move from entry-level to managerial and executive positions, and to build their abilities to contribute to the profitability of an organization.

Admission Requirements

- Must have completed an approved A.A.S. degree as stipulated in the articulation agreement
- GPA of 2.5 or higher in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **Foundation courses**
- **Business core courses**
- **Required courses**

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.

2. COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Business Core Courses

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

Choose one of the following:

- MGMT 490 Challenges and Choices in Small Business /Entrepreneurship OR

This course focuses on making educated decisions to effectively start and grow small businesses. When combined with recommended courses, this course offers a strong foundation for students considering starting a business or managing a small business. Practical current cases are used to challenge students in management issues related to effective decision making in marketing, finance, production and other areas of knowledge required to be a business owner.

Prerequisite(s): None

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

Required Courses

- MKTG 350I Internship
- MGMT 370 Hotel and Restaurant Chain Management

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(s): MGMT 310 Management Principles and Practices

- MKTG 371 Travel and Tourism Marketing

This course integrates research, planning and scheduling of marketing activities designed to meet the needs of business and leisure-time travelers. Successful service marketing campaigns are studied in order to develop strategies specific to travel and tourism. Special attention is given to the efforts of trade associations and government agencies and bureaus to increase the tourist trade in their service areas. Legal and ethical considerations in the implementation of marketing campaigns are treated in-depth.

Prerequisite(s): MKTG 300 Marketing Principles

Human Resource Management Major B.S.

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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.

Requirements:

The human resource management program includes courses in six areas:

1. General Education/Liberal Studies

2. COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information:

Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information:

Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information:

Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Human Resource Management Core Courses (24 credits)

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MGMT 320 Organizational Behavior

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.

Prerequisite(s): MGMT 310 Management Principles and Practices

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information:

Prerequisite: Intermediate writing skills.

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Financial Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **Human Resource Management Required Courses (20 credits)**

- HRM 310 Human Resource Management: A Strategic Framework

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.

Prerequisite(s): None

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 520 Staffing Organizations

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(s): 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

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(s): 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

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(s): 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

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(s): 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.

5. Human Resource Management Electives (4 credits)

- ECON 313 Labor Economics

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.

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

- MGMT 360 Managing a Diverse Workforce

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.

Prerequisite(s): None

- HSTD 393 Training Design and Instruction

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.

Prerequisite(s): None

- HRM 330 Personnel and Industrial Psychology

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.

Prerequisite(s): None

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. Overlap: PSYC 344 Personnel and Industrial Psychology.

- HRM 370 Employment Law

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.

Prerequisite(s): None

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

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.

Prerequisite(s): None

- HRM 550 Employee/Labor Relations

This course focuses on employer-employee relationships in both union and nonunion settings in the private and public sectors. . Employee relations policies and practices include topics such as workplace violence, drug and alcohol policies, dispute resolution mechanisms, work teams, lean manufacturing/continuous improvement, employee involvement programs and employee communications. Labor relations topics addressed in the course include the unionization process, collective bargaining, contract administration, grievance procedure, arbitration and the future unions in the United States.

Prerequisite(s): HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior or HRM 370 Employment Law Note: This course is recommended for general management and business administration students in addition to human resource management professionals.

- HRM 585 International Human Resource Management

This course covers the current issues, policies and practices of international human resource management within a typical U.S. multinational corporation. It addresses staffing, compensation, benefits, training and development, and labor and employee relations as they relate to Foreign Service employees and local national employees in subsidiary operations. Each student completes a special project related to human resource practices in another country. This course is recommended for general

management and business administration students in addition to human resource management professionals.

Prerequisite(s): HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior.

6. Unrestricted electives as needed to total a minimum of 124 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunseting policy requirements. Sunseting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Human Services Major BHS

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The B.H.S. degree 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 as they have previously done. And, given that it has been designed with required core human services content areas and related electives, the B.H.S. 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.

Admission Requirements

In addition to meeting the university's admission requirements, each student in the program is also expected to attend a special information session for human services majors, which is offered as a part of the university's new student orientation session. This information session informs students about the curriculum and provides students with information on the courses they should include in their degree programs based on previous transcribed credits.

Additionally, students are required to complete a major declaration form indicating that they are officially human services students. Until this form is completed, students may not consider themselves declared human services majors.

Degree Planning

Students must attend a university orientation session and a human services program information meeting. This program planning information meeting presents curriculum content and provides a formal degree plan consultation, taking transcribed 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 sessions before making an appointment with advisors for degree planning. Generally, degree planning is completed in the [HSER 255](#) Introduction to Humans Services: History and Trends:

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

OR HSER [355](#) Introduction to Humans Services: History and Trends course, which is required for all entering human services students.

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information: Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisites

PSYC 100 General Psychology

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.

Prerequisite(s): None

and SOC 101 Introduction to Sociology

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.

Prerequisite(s): None

or their equivalents. In addition to the human services major requirements, students must complete the university's general education/liberal studies requirements.

Human Services Degree 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 five core courses or twenty credits
- Other required human services coursework
- Internship in human services organization(s)
- Minor course (if desired); and
- Other electives

Students acquire a more specialized professional education because the degree program incorporates concentration areas, which emphasize specific areas of service in the following areas:

- Corrections
- Disability Studies
- Family Studies
- Human Services Administration
- Social Gerontology
- Training and Adult Development
- Violence Prevention and Intervention

Human Services/Corrections Major BHS

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The concentration in human services/corrections is a combination of subjects designed to give students a conceptual and practical understanding of how to directly provide social services for adult and juvenile offenders in community and institutional correctional settings. The subjects specified in this individualized degree emphasize general helping skills, assessment, intervention strategies, behavior modification, case management and rehabilitation techniques. In addition, students with experience in court services, adult and juvenile corrections have the option to use prior volunteer or work experience to satisfy some of the core subjects.

Courses in corrections are appropriate for students interested in community and institutional corrections. Students concerned about the correctional system as a social or community problem can explore these concerns through studies of juvenile delinquency, criminology and the criminal justice system. Students who wish to become corrections professionals in the public and private sectors should develop knowledge and skills in the humanities, communications, political science, counseling and intervention, human services, law, management, human resource management, and psychology as well as in corrections studies. There is a great diversity in the degree of knowledge necessary for the many different careers associated with corrections.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

HSER 255 Introduction to Human Service: History, Trends and Prof Issues

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

HSER 355 Introduction to Human Service: History, Trends and Prof Issues

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information: Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Corrections Requirements (28 credits)

○ HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

○ HSCO 325 Institutional Corrections: History and Future Trends

This course covers strategies and practices that have had an impact on the development of the U.S. correctional system. The specific course content includes the historical development of corrections, past and current correctional programs relating to the control of criminal behavior, the influence of politics and the news media on corrections, and the examination of current major issues with a focus on future trends in corrections.

Prerequisite(s): None

○ HSCO 326 Community Corrections

This course covers the concepts and practices of community corrections. The specific content includes halfway house program activities, restitution projects and program coordination, work release activities, court diversion processes and programs, truancy tracking programs, and community outreach initiatives.

Prerequisite(s): None

○ HSCO 327 Women Offenders in Correctional Facilities

This course gives an overview of women offenders in correctional systems. It includes a profile of the woman offender, the crimes women commit and unique problems they encounter in correctional systems. Discussion includes trends, issues and strategies for working with women offenders in correctional settings.

Prerequisite(s): None

○ HSCO 332 Rehabilitation of the Public Offender

This independent study reviews major issues related to the rehabilitation of public offenders and introduces vocational rehabilitation methods. Emphasis is on young adult, male offenders. Topics

include understanding, predicting and controlling behavior, chemical abuse, social reactions to crime, and use of community resources. The independent study includes optional field visits.

Prerequisite(s): CJS 101 Introduction to Criminal Justice

- CJS 101 Introduction to Criminal Justice or

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.

Prerequisite(s): None

- CJS 302 Juvenile Justice

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(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

- LAW 330 Critical Issues in Law Enforcement

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

2. Internships (1–8 credits)

- HSCO 350I Corrections Internship
- HSE 320 Human Services Pre-internship Seminar (1 credit)
- HSE 330 Human Services Internship Seminar (1 credit)

3. Recommended Elective Courses

- HSA 369 Program Evaluation

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.

Prerequisite(s): None

○ HSCD 300 Chemical Dependency Concepts

This course is designed to provide the student with an overview of the history, theories, concepts and supporting research relevant to assessment and treatment of chemical dependency. Students become familiar with model/theories of addiction, the pharmacological effects of major drugs of abuse, laws and ethics related to the practice of alcohol and drug counseling, and other important concepts.

Prerequisite(s): None

○ HSFS 338 The Family: Racial, Gender and Class Dimensions

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.

Prerequisite(s): None

○ PSYC 300 Abnormal Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including battering, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

○ HSER 358 Cross-Cultural Counseling

This independent study covers the various concepts involved in counseling racial/ethnic minority persons. The major areas included are differences in culture-bound values, language differences,

stereotyping and client resistance. In addition, students have an opportunity to assess the presence, absence, or levels of biases they have toward racial/ethnic minority persons.

Prerequisite(s): None

Human Services/Disability Studies Major BHS

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This concentration is for students who seek a Bachelor of Human Services Degree in Disability Studies (BHS-DS). The BHS-DS concentration 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 affecting 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 of Women's Studies, African American Studies, as well as ethnic and GLBT programs. Disability Studies represents a focus on empowerment, self-determination, and independence.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- [HSER 255](#)

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

- [HSER 355 Introduction to Human Service: History, Trends and Prof Issues](#)

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information:

Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- [HSER 320 Human Services Pre-Practicum Group Seminar](#)

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Disability Studies Requirements (24 credits)

○ HSDS 304 Introduction to Disabilities

This online course provides an overview of developmental, intellectual, and acquired disabilities. Medical conditions, psychosocial concerns, and societal issues affecting persons with disabilities will be addressed. The course will emphasize disabilities across the life-span. Students will also have an opportunity to research a disability topic of their choice, thereby deepening their understanding of the multiple factors affecting persons with disabilities.

Prerequisite(s): None

○ HSDS 305 Disability Rights: History and Current Trends

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.

Prerequisite(s): None

○ HSDS 306 Community Resources and Services for Persons with Disabilities

This course examines resources and services for persons with disabilities including Independent Living Centers, group residences, assisted living centers, training centers, community options, supported employment, and public and non-profit agencies. The disenfranchisement of persons with disabilities in society as a consequence of specialized services is also analyzed. The concept of interdependence is of primary importance in this course in regards to analyzing and improving disability services

Prerequisite(s): HSER 255 Introduction to Human Services: History and Trends OR
HSER 355 Introduction to Human Services: History and Trends

○ HSDS 307 Blind, Deaf Blind, and Deaf Culture, History, and Resources

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.

Prerequisite(s): HSER 255 Introduction to Human Services: History and Trends OR
HSER 355 Introduction to Human Services: History and Trends

○ HSDS 308 Aging and Disabilities

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.

Prerequisite(s): HSER 255 Introduction to Human Services: History and Trends OR
HSER 355 Introduction to Human Services: History and Trends

○ HSDS 400 Current Issues and Special Topics in Disability Studies

Current Issues and Special Topics in Disability Studies provides opportunities to explore issues in disability studies and current topics in greater depth. The topics may vary by semester. Students will also identify their own areas of interest to research. This additional research and exploration will enhance the understanding of the course materials. The instructor will work closely with students regarding topics and resources.

Prerequisite(s): HSDS 305 Disability Rights: History and Current Trends AND
HSDS 306 Community Resources and Services for Persons with Disabilities AND
HSDS 307 Blind, Deaf Blind, and Deaf Culture, History and Resources AND
HSDS 308 Aging and Disabilities AND
HSER 255 Introduction to Human Services: History and Trends OR
HSER 355 Introduction to Human Services: History and Trends

2. Internships (5-8 credits)

- HSCO 350I Disability Studies Internship
- HSER 320 Human Services Pre-internship Seminar (1 credit)
- HSER 330 Human Services Internship Seminar (1 credit)

3. Recommended Elective Courses

- HSER 303 Disability Awareness for the Helping Professions

This course covers general disability awareness, the history of the disability rights movement in America, various models of service to adults with disabilities, and resources available to adults with disabilities in Minnesota. The course is designed to give students who intend to work in the areas of human services or human resources a framework for managing issues of disability and a list of available resources for future reference.

Prerequisite(s): None

- PSYC 389 Mental Retardation: Adulthood and Old Age (Ind. Study)

This independent study examines community adaptation and behavioral, sociological and biological factors affecting adult and elderly mentally retarded individuals.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 390 Mental Retardation: Issues, Assessment and Intervention (Ind. Study)

This independent study focuses on the study of mental retardation as a multidisciplinary study in both theory and practice. Students gain an understanding of intervention causes, issues and methods related to mental retardation to ensure successful mainstreaming within the community.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

o PSYC 393 Special Education Overview

This class focuses on the potential for change and growth for exceptional individuals rather than the limitation imposed by handicapping conditions. It also examines the development of special education for individuals categorized as learning disabled, emotionally, physically or intellectually handicapped, disadvantaged or gifted.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 394 Vocational Rehabilitation of Persons with Disabilities (Ind. Study)

This independent study covers current trends and practices used in vocational rehabilitation of persons with physical and/or mental disability. Students review various physical and mental disabilities, implications for treatment and rehabilitation, and the services and organizations serving persons with disabilities.

Prerequisite(s): None

o PSYC 397 Developmental Disabilities: Issues Concepts and Problem Solving (Ind. Study)

This independent study gives an overview of issues and concepts in the field of developmental disabilities, and examines the influence of political and economic factors on the developmental disabilities service system.

Prerequisite(s): None

o EDU 310 Teaching and Assessing Students with Disabilities

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

o HSTD 395 Disability and Career Development

This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

Prerequisite(s): None

Human Services/Family Studies Major BHS

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The human services family studies focus 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 individualized 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 family studies course work is also available for those students who want to understand and contextualize their own family experience.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

• HSER 255 Introduction to Human Service: History, Trends and Prof Issues

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information:

Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- HSER / 355 Introduction to Human Service: History, Trends and Prof Issues

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information:

Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information:

Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Family Studies Requirements (24 credits)

○ HSFS 143 A Social Psychological Exploration of the Family

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.

Prerequisite(s): None

○ HSFS 338 Family: Racial, Gender and Class Dimensions

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.

Prerequisite(s): None

○ HSFS 339 Issues and Actions in Family Policy

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.

Prerequisite(s): None

○ HSFS 341 Work and Family

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.

Prerequisite(s): None

○ HSFS 342 Children in U.S. Society

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.

Prerequisite(s): None

○ HSFS 399 Selected Topics in Family Assistance

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.

Prerequisite(s): None

Other Information: Note: This course may be taken four times for credit as long as the topic is different.

Note: 2 - 8 credits may be taken up to four times

2. Internships (1 - 8 credits)

○ HSFS 350I Family Studies Internship

○ HSFS 320 Human Services Pre-internship Human Services Seminar (1 credit)

○ HSFS 330 Human Services Internship Seminar (1 credit)

3. Recommended Elective Courses (16 credits)

○ HSCD 301 Chemical Dependence and the Family

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. Prerequisite: Courses in chemical dependency or equivalent with instructor's consent. Note: This course is useful for students interested in family studies.

Prerequisite(s): None

Other Information: Note: This course is useful for students interested in family studies.

- HSER 352 Family Counseling

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.

Prerequisite(s): None

- HSA 369 Program Evaluation

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.

Prerequisite(s): None

Human Services/Human Services Administration Major BHS

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Human services administration 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 curricula also include 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.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- **HSER 255 Introduction to Human Service: History, Trends and Prof Issues**

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- **HSER 355 Introduction to Human Service: History, Trends and Prof Issues**

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students

registering for this course on an upper-division basis are required to do additional course work.
Required for human services majors.

Prerequisite(s): None

Other Information: Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

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- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Administration Requirements (28 credits)

- HSA 366 Computer Applications in the Human Services

This course examines the role of computers within the context of human services delivery systems. Topics include the use of computers as a tool in human services case management, program

management and office management; identification of specific applications; major issues and trends; and the impact of computer use and applications on human services administrators, direct service workers and clients.

Prerequisite(s): None

○ HSER 354 Ethical Issues in Human Services

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.

Prerequisite(s): None

○ ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

○ HSA 362 Human Services Administration **or**

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.

Prerequisite(s): None

Other Information: Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

○ HSA 372 Administration of Early Childhood Programs **or**

This independent study 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.

Prerequisite(s): None

○ HSA 362T Human Services Administration Theory Seminar

This seminar is open to students with experience in supervisory and administrative positions in human services organizations. Students review political and economic principles, and their relationship to human services administration at the national, inter- and intra- organizational levels. Students collect and analyze information, summarize existing literature, and develop oral and written reports on selected topics such as decision making, centers of power, economic constraints and coalition building. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

Prerequisite(s): None

Other Information: Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

○ HSA 363 Development, Marketing and Grant Writing

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.

Prerequisite(s): None

○ HSA 369 Program Evaluation

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.

Prerequisite(s): None

○ HSA 370 Supervision in Human Services or

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.

Prerequisite(s): None

- HSA 360 Health Care Management and Supervision

This course covers the role and functions of the health care supervisor. Topics include the nature of supervision, planning and organization, employee motivation and morale, standards and appraisal, and communication and decision making. It also covers managerial ethics, labor relations, wage and salary, staff training and development, organizational controls, legal areas affecting supervision, and the future of management in health care. Overlap: HSA 362 Human Service Administration I and HSA 362T Human Service Administration Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSA 362 Human Service Administration I and HSA 362T Human Service Administration Theory Seminar.

- HSA 372 Administration of Early Childhood Programs

This independent study 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.

Prerequisite(s): None

- HSTD 394 Staff Training and Adult Development

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

2. Internships (1–8 credits)

- HSA 350I Administrative Internship

- HSER 320 Human Services Pre-internship Seminar (1 credit)

- HSER 330 Human Services Internship Seminar (1 credit)

3. Recommended Elective Courses

- HSTD 389 Organizational Development and Change

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.

Prerequisite(s): None

▪ HSTD 393 Training Design and Instruction

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.

Prerequisite(s): None

▪ HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

▪ HSER 354 Ethical Issues in Human Services

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.

Prerequisite(s): None

▪ PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

▪ PSYC 319 The Impact of Technology on Human and Organizational Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

▪ HSTD 395 Disability and Career Development

This course takes a disability studies approach to career development as a way of managing the massive unemployment and underemployment problems among PWDs (people with disabilities). That approach focuses on the PWD viewpoint in disability theory and career development. Managers and helping professionals receive current legal findings and employers' perspectives on hiring. Other topics include different models of disability, technological and computerized assistance, and issues of mild, moderate, and invisible disabilities.

Prerequisite(s): None

▪ HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

Human Services/Social Gerontology Major BHS

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Metropolitan State has responded to the need for education in the field of social gerontology by developing courses, independent studies and internships covering the social, psychological and physical aspects of aging. Students interested in social 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 social gerontology as a vocational area.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- **HSER 255** Introduction to Human Service: History, Trends and Prof Issues

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- **HSER 355** Introduction to Human Service: History, Trends and Prof Issues

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information:

Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- [HSER 320 Human Services Pre-Practicum Group Seminar](#)

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Social Gerontology Requirements (28 credits)

○ HSSG 374 Aging in America: A Personal Challenge

This is a multidisciplinary course appropriate for students who are professionals, as well as for those new to or considering the field of aging as a vocation. Students explore an array of topics, including: health/wellness, economics, demographics, theories, work/retirement, caregiving, social inequality, bereavement, public policy, and programs/service delivery systems.

Prerequisite(s): None

○ HSSG 378 Thanatology: The Study of Death and Dying

This course helps students become aware of their own attitudes and values about dying and death, and how these affect others. It investigates myths concerning dying and death, the effect of personal and cultural attitudes on a person's ability to communicate with the dying and their families, death industries, historical perspectives, and euthanasia. The course includes field trips.

Prerequisite(s): None

○ HSSG 376 Mental Health and Aging

This course examines issues related to the cognitive and affective development of individuals in their later years. It maps the developmental phases that typically result in impairments that are not physical, and outlines a set of strategies to facilitate coping with those impairments. The course is recommended for those involved in direct services-nurses, activities staff members, social workers and others involved in rehabilitation.

Prerequisite(s): None

○ HSSG 377 Physical Health and Aging

○ HSSG 380 Aging: Planning and Policy Making

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.

Prerequisite(s): None

○ Faculty-designed Independent Study

○ HSSG 383 Selected Topics in Social Gerontology

This course offers students an opportunity to explore, in depth, a specific issue of aging. Topic choices include: The Older Woman; Widowhood; Counseling Older Adults; and Multicultural Issues of Aging.

Prerequisite(s): None

○ HSA 369 Program Evaluation

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.

Prerequisite(s): None

2. Internships (1 - 8 credits)

- HSSG 350I Social Gerontology Internship
- [HSER 320 Pre-internship Seminar](#) (1 credit)
- [HSER 330 Human Services Internship Seminar](#) (1 credit)

3. Recommended Elective Courses

- [HSFS 399 Selected Topics in Family Assistance](#)

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.

Prerequisite(s): None

Other Information: Note: This course may be taken four times for credit as long as the topic is different.

- [HSTD 389 Organizational Development and Change](#)

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.

Prerequisite(s): None

- [HSTD 394 Staff Training and Adult Development](#)

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

○ HSA 363 Development, Marketing and Grant Writing

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.

Prerequisite(s): None

○ HSA 362 Human Services Administration

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.

Prerequisite(s): None

Other Information: Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

○ PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

○ HSER 344 Counseling Theories and Techniques

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(s): PSYC 100 General Psychology or instructor's consent.

○ HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

○ HSER 351 Crisis Intervention and Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

○ HRM 310 Human Resource Management

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.

Prerequisite(s): None

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.

Human Services/Training and Adult Development Major BHS

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Training and adult development 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 minor increases one's ability to work in any type of organization. The minor 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.

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- **HSER 255** Introduction to Human Service: History, Trends and Prof Issues

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- **HSER 355** Introduction to Human Service: History, Trends and Prof Issues

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. Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

Prerequisite(s): None

Other Information:

Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Training and Adult Development Courses (28 credits)

○ HSTD 393 Training Design and Instruction

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.

Prerequisite(s): None

○ HSTD 394 Staff Training and Adult Development

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

○ HSTD 389 Organizational Development and Change

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.

Prerequisite(s): None

○ HSA 369 Program Evaluation OR

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.

Prerequisite(s): None

○ HRM 310 Human Resource Management

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.

Prerequisite(s): None

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.

○ HSTD 390 Conflict Resolution

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.

Prerequisite(s): None

○ HSTD 386 Creative Problem-solving Concepts and Methods

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.

Prerequisite(s): None

○ MDST 383 Use of Media in Education and Training OR

○ MDST 484 Media in the Corporation

This course examines video, multimedia, satellite and limited broadcast system's impact within companies and educational organizations. Students are introduced to business/educational corporate-image videos, corporate television, point-of-sale multimedia, instructional video, multimedia presentations and site-to-site communication. Students are provided with the information and theories to implement use of video, television and multimedia within an organization. As more and more businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address distinctive audiences and provides career and management guidance for media writers and producers.

Prerequisite(s): None

2. Internships (1 - 8 credits) Note: See advisor for exact number of credits.

- HSTD 350I Training Internship (Students must take one or both of the following seminars when engaging in internship experience.)
- HSER 320 Human Service Pre-internship Seminar (1 credit) OR
- HSER 330 Human Services Internship Seminar (1 credit)

3. Recommended Elective Courses

- HSTD 498 Human Services Organization Consulting Approaches and Techniques **OR**
- HSTD 498T Human Services Organization Consulting Approaches and Techniques Theory Seminar

This theory seminar enables students to apply the five phases of organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation to the design of a custom design consultation project. This course is highly interactive.

Prerequisite(s): HSTD 394 Staff Training and Adult Development OR
HSTD 393 Training Design and Instruction or equivalent with
instructor's consent.

- HSTD 397 Career Pathing

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

Prerequisite(s): None

Other Information: Overlap: HSTD 397T Career Pathing Theory Seminar

- HSTD 399T The Changing Workplace Theory Seminar (may replace HSTD 397 Career Pathing)

The world of work is dynamic, multifaceted and is characterized by ongoing change. Students in this theory seminar gain a better understanding of the workplace and have the chance to explore their own unique work roles as they relate to human services, training and adult development issues. In particular, students meet the following learning objectives: understand the dynamics between work, family and community; gain awareness of workplace issues and resources in the media, including the Internet; identify historical and current trends in the area of work and career development; understand and analyze training programs that address workplace issues and the impact on the employees-as it relates to human services; assess and analyze the changing work/family patterns on gender roles; understand

the changing demographics in terms of race, class, ethnicity, gender, disability and other underserved populations; and the implications of all of these in the workplace.

Prerequisite(s): None

○ HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

○ PSYC 302 Adult Development and Lifelong Learning

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.

Prerequisite(s): None

○ PSYC 314 Group Dynamics and Facilitation

○ PSYC 385 Educational Psychology

This course helps students become knowledgeable about educational psychology theories and methods. Topics include research in education, the study of teacher behavior, intelligence testing, classroom dynamics, affective and cognitive factors in learning, and instructional and administrative strategies in education.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 327 Psychological Testing

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Human Services/Violence Prevention and Intervention BHS

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The human services violence prevention and intervention (VPI) concentration is a multidisciplinary curriculum focusing on violence prevention and intervention. It is comprised of three required core courses and two elective courses. It is designed to meet the needs of students preparing for a career in the human services field:

- those working in the human services who want additional knowledge;
- those working in another field where course work in the human services will enhance their professional competence; and
- those interested in broadening their world view, as lifelong learning.

The VPI concentration increases a student's competence in a variety of fields, including corrections, general human services, law enforcement, nursing, psychology and social work to work together across disciplines to promote effective intervention in violence and abuse at the individual, family and community levels

This degree program requires five core courses. The required core content areas insure that graduates have a sufficient complement of theoretical knowledge and practical training for entry as a professional in the field of human services.

Required Core Courses (20 credits)

- **HSER 255 Introduction to Human Service: History, Trends and Prof Issues**

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. It is required for the human services major. Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors. Overlap: HSer 355 Introduction to Human Services: History and Trends.

Prerequisite(s): None

Other Information: Note: Students may register for this course either on a lower division or upper division basis. Students registering for this course on an upper division basis are required to do additional course work. Required for human services majors.

- **HSER 355 Introduction to Human Service: History, Trends and Prof Issues**

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. Overlap: HSER 255 Introduction to Human Services: History and

Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work.

Required for human services majors.

Prerequisite(s): None

Other Information: Overlap: HSER 255 Introduction to Human Services: History and Trends. Students may register for this course either on a lower-division or upper-division basis. Students registering for this course on an upper-division basis are required to do additional course work. Required for human services majors.

- HSER 353 Social Casework Methods

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.

Prerequisite(s): None

- HSER 344 Counseling Theories and Techniques or

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(s): PSYC 100 General Psychology or instructor's consent.

- HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSER 455 Capstone Seminars in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

Internships

In addition to the five core courses, an internship and its concurrent internship seminar are required. Experiential (Internship) Experience (HSER 350I) is a vital component of the human services degree program. Every student is required to complete an internship experience. Students are also required to complete an internship evaluative process to determine the number of internship credits required for each major program.

- HSER 350I Human Services Individual Internship
- HSER 330 Human Services Internship Seminar
- HSER 320 Human Services Pre-Practicum Group Seminar

This course is designed to help students evaluate their readiness for, prepare and select an appropriate internship for their major human service interest. This is a prerequisite for enrollment in all human service major internships. Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 20 credits in the major before taking this course.

Prerequisite(s): None

Other Information: Prerequisite: This course is a required for all human services and alcohol and drug counseling majors. Additionally, alcohol and drug counseling majors must have completed at least 24 credits in the major before taking this course.

Students must consult with their human services faculty advisor to determine which internship seminar is appropriate for them to take before going to the internship office.

Previous Internship Experience

- Students with prior internship experience are required to take HSER 330 Human Services Internship Seminar at the same time as their internship experience; they must register for HSER 350I and HSER 330 during the same semester. A reflective paper and course attendance are required for HSER 330. Each course is one credit.
- For students with little or no prior internship experience, HSER 320 Human Services Pre-Practicum Seminar is required. Each course is one credit.

1. Human Services/Violence Prevention and Intervention Requirements (20 credits)

○ HSER 300 Violence: Origins and Explanations

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.

Prerequisite(s): None

Other Information: Prerequisite: Courses in psychology or sociology.

○ HSER 301 Violence: Individual, Community and Global Responses

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.

Prerequisite(s): None

○ HSER 305 Community Violence Prevention Group Internship

The Community Violence Prevention Internship is the experiential learning portion of the community violence prevention minor. It combines theoretical and practical learning about workplace violence. Internship sites are organizations or agencies in the area of Metropolitan State's Saint Paul Campus. The internship gives students minoring in community violence prevention an opportunity to apply skills and identify community resources, responses, and prevention strategies that relate to violence. The internship integrates students' course work with involvement in an organization that works with some aspects of violence. As a group internship, students may work independently in a community site with an individual focus, but they also attend several class sessions during the quarter.

Prerequisite(s): HSER 300 Violence: Origins and Explanations OR
HSER 301 Violence: Individual, Community and Global Responses or with
instructor's consent.

and one of the following:

○ STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- SSCI 311 Social Science Research Methods

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. Classroom learning is enhanced by experiential activities.

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

- ETHS 210 Fundamentals of Applied Social Research

- PSYC 312 Research Methods

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. Elective courses from one of the four tracks (12 credits)

Track #1 Family Violence

- COMM 341 Family Communication

This course examines communication in families. Topics include communication, family relationships, normal stages of family development, power, conflict and decision making, and stress and communication within the family. Special emphasis is placed on skill building. Evaluation includes analysis of family communication.

Prerequisite(s): None

- HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

○ HSFS 338 Family: Race, Gender and Class Dimensions

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.

Prerequisite(s): None

○ PSYC 304 Battered Women: Historical and Social Perspective

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.

Prerequisite(s): None

Other Information: Overlap: PSYC 304T Violence Against Women Theory Seminar.

○ PSYC 306 Child Abuse

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

○ PSYC 333 Psychology of Victims

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 333T Victimization Theory Seminar.

○ SOC 309 Homelessness: Critical Issues for Policy and Practice

This course examines public policies and practices as they impact homeless people. The problems of homelessness are viewed from sociological and historical perspectives as well as from a more experiential angle. There is an emphasis on assessing the needs of the homeless and on students serving as their advocates. Particular attention is devoted to race, gender and age. Field trips are an integral part of this course.

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

Track #2 Culture and Violence

○ CJS 200 Literature and Methods in Criminal Justice

This course introduces students to the general body of literature and research methods in the criminal justice discipline. Students learn to search, locate, retrieve, evaluate and document research sources and prepare research papers using writing and citation styles expected in criminal justice and law enforcement courses. Students are also introduced to the basic concepts of social science research design and methodology and are required to prepare written assignments using critical analysis and critical thinking skills. Prerequisites: CJS 101 Introduction to Criminal Justice and WRIT 131 Writing I.

Prerequisite(s): None

○ CJS 365 Criminal Justice and the Media

Students in this course explore the roles and responsibilities that the electronic and print media have in reporting crime and criminal justice news. Students identify and analyze the nature of criminal justice agencies and media relationships with various criminal justice agencies.

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

○ ETHS 303 Politics of Resistance and Protest Movements

There have been various efforts by communities to challenge the effects of discrimination and inequality in society. The creation and development of social resistance movements has been one such effort and is an important part of history. This class explores modern social movements and their relationship to racial and ethnic communities in the United States.

Prerequisite(s): None

○ ETHS 305 Major Issues in U.S. Race Relations

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.

Prerequisite(s): None

- HIST 315 Civil Rights Movements in the 1960s

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 335 Soldiers and Society: The Civil War and Reconstruction

- HIST 341 The Vietnam War

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- MDST 361 Visual Communication

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.

Prerequisite(s): None

- PHIL 366 Race and Racism: Philosophical Problems

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

Prerequisite(s): None

- POL 323 The Middle East: Conflict and Change

This course is designed for students who wish to gain an understanding of the key economic, social and cultural roots of the conflicts between nations of the Middle East and between the Middle East and the West. Focus is on the prospects for peace with particular emphasis on the U.S. role.

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

○ PSYC 334 Psychology of War

This course is designed to give students an understanding of the most profound problem confronting humanity today--war. The course focuses on why there is war, nature vs. nurture, identifying the enemy and the banality of evil, and understanding the war experience; military psychology; psychodynamics of war; case histories of soldiers, civilians and survivors; and the lessons of war. In the course, combat veterans and Nazi death camp survivors share war experiences. Recommended: PSYC 100 General Psychology or equivalent with instructor's consent.

Prerequisite(s): None

Other Information: Recommended: Psyc 100 General Psychology.

○ PSYC 341 Violence and the Media: Psychological Effects of Film and Popular Music

This course surveys social science research and theories of the impact of graphically violent or sexual materials on children and adults using two influential aspects of culture as examples. It stresses research design and systematic interpretation of results, along with intensive behavioral analysis of film and music, and presents clinical techniques for minimizing the negative effects of violent or sexually graphic materials on children.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 520 Community Psychology

Track #3 Intervention and Prevention

○ COMM 342 Conflict Mediation

○ HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

○ HSCO 332 Rehabilitation of the Public Offender

This independent study reviews major issues related to the rehabilitation of public offenders and introduces vocational rehabilitation methods. Emphasis is on young adult, male offenders. Topics include understanding, predicting and controlling behavior, chemical abuse, social reactions to crime, and use of community resources. The independent study includes optional field visits.

Prerequisite(s): CJS 101 Introduction to Criminal Justice

○ HSER 344 Counseling Theories and Techniques

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(s): PSYC 100 General Psychology or instructor's consent.

○ HSER 346 Counseling and Interviewing Skills

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

○ HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

○ HSTD 390 Conflict Resolution

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.

Prerequisite(s): None

○ POL 331 Law and the Legal Process

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.

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

○ PSYC 300 Abnormal Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ SOC 309 Homelessness: Critical Issues for Policy and Practice

This course examines public policies and practices as they impact homeless people. The problems of homelessness are viewed from sociological and historical perspectives as well as from a more experiential angle. There is an emphasis on assessing the needs of the homeless and on students serving as their advocates. Particular attention is devoted to race, gender and age. Field trips are an integral part of this course.

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

Track #4 Law and Corrections

○ CJS 373 Criminal Justice Ethics

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

○ HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

○ HSCO 325 Institutional Corrections: History and Future Trends

This course covers strategies and practices that have had an impact on the development of the U.S. correctional system. The specific course content includes the historical development of corrections, past and current correctional programs relating to the control of criminal behavior, the influence of politics and the news media on corrections, and the examination of current major issues with a focus on future trends in corrections.

Prerequisite(s): None

○ HSCO 327 Women Offenders in Correctional Facilities

This course gives an overview of women offenders in correctional systems. It includes a profile of the woman offender, the crimes women commit and unique problems they encounter in correctional systems. Discussion includes trends, issues and strategies for working with women offenders in correctional settings.

Prerequisite(s): None

○ HSCO 326 Community Corrections

This course covers the concepts and practices of community corrections. The specific content includes halfway house program activities, restitution projects and program coordination, work release activities, court diversion processes and programs, truancy tracking programs, and community outreach initiatives.

Prerequisite(s): None

○ HSCO 332 Rehabilitation of the Public Offender

This independent study reviews major issues related to the rehabilitation of public offenders and introduces vocational rehabilitation methods. Emphasis is on young adult, male offenders. Topics include understanding, predicting and controlling behavior, chemical abuse, social reactions to crime, and use of community resources. The independent study includes optional field visits.

Prerequisite(s): CJS 101 Introduction to Criminal Justice

○ HSCO 336 Selected Topics in Corrections

This independent study gives students an opportunity to select and study a specific criminal justice area such as juvenile or adult court services or institutional or community corrections. Students work with the instructor to identify the topics and assignments specific to their interest.

Prerequisite(s): None

○ HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

○ SOC 306 Deviance and Social Control

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.

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

Human Services Major BS

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Bachelor of Science (B.S.), Human Services major is for students interested in a career as a helping professional, broadly trained to provide direct service, advocacy and coordination of services. Students pursuing this human services major must demonstrate competence or complete at least one of the designated four-credit courses in each of the required competence areas listed on the following page in addition to the five required core human services courses that all human services students must complete.

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, which include the five required core human services courses that all human services students must complete:

Competence Areas

The Human Services degree requires a selection from each of the following areas:

1. **Governmental Relations and Public Policies**

○ HSER 300 Violence: Origins and Explanations

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.

Prerequisite(s): None

Other Information: Prerequisite: Courses in psychology or sociology.

○ HSER 301 Violence: Individual, Community and Global Responses

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.

Prerequisite(s): None

○ HSFS 339 Issues and Actions in Family Policy

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.

Prerequisite(s): None

○ PSYC 508 Mental Health and the Law < Policies Public Local and State in Issues>

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(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. Chemical Dependency Prevention and Intervention

○ HSCD 300 Chemical Dependency Concepts

This course is designed to provide the student with an overview of the history, theories, concepts and supporting research relevant to assessment and treatment of chemical dependency. Students become familiar with model/theories of addiction, the pharmacological effects of major drugs of abuse, laws and ethics related to the practice of alcohol and drug counseling, and other important concepts.

Prerequisite(s): None

○ HSCD 306 Chemical Dependency Prevention and Intervention

This independent study examines chemical dependency prevention and intervention strategies, techniques and programs, incidence and prevalence trends, and studies ways to approach the difficult task of evaluating prevention efforts. Students also learn about the service continuum of care for chemical dependency.

Prerequisite(s): None

3. Human Growth and Social Development

○ PSYC 308 Child Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

○ PSYC 332 Psychology of Personality

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 336 Social Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 520 Community Psychology

- PSYC 300 Abnormal Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

4. **Research Methodology**

- SSCI 311 Research Methods in Social Science

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. Classroom learning is enhanced by experiential activities.

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

- PSYC 307 Data/Statistical Analysis for the Behavioral Sciences

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of math general education requirements.

- ETHS 210 Fundamental of Applied Social Research

- ETHS 400 Applied Research for Social Change

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.

Prerequisite(s): None

○ HSA 369 Program Evaluation

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.

Prerequisite(s): None

5. Family Dynamics

○ HSER 352 Family Counseling

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.

Prerequisite(s): None

○ HSCD 301 Chemical Dependency and the Family

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. Prerequisite: Courses in chemical dependency or equivalent with instructor's consent. Note: This course is useful for students interested in family studies.

Prerequisite(s): None

Other Information: Note: This course is useful for students interested in family studies.

○ HSFS 338 Family: Racial, Gender and Class Dimensions

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.

Prerequisite(s): None

o HSFS 143 Social Psychological Explorations of The Family

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.

Prerequisite(s): None

o PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

6. Group Dynamics

o HSER 348 Group Counseling

This course teaches the dynamics of group counseling. Students learn the skills of group counseling in a classroom laboratory experience and the writing and charting skills necessary to document client progress. Topics include stages of group, group rules, group leader skills and types of group.

Prerequisite(s): HSCD 300 Chemical Dependency Concepts AND
HSER 346 Counseling and Interviewing Skills

o HSER 3501 Group Facilitation Internship

o PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

7. Human Services Program Planning and Management

○ HSA 362T Human Services Administration Theory Seminar or

This seminar is open to students with experience in supervisory and administrative positions in human services organizations. Students review political and economic principles, and their relationship to human services administration at the national, inter- and intra- organizational levels. Students collect and analyze information, summarize existing literature, and develop oral and written reports on selected topics such as decision making, centers of power, economic constraints and coalition building. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

Prerequisite(s): None

Other Information: Overlap: HSA 360 and HSA 361 Health Care Management and Supervision I and II or HSA 362 Human Services Administration.

○ HSA 362 Human Services Administration

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.

Prerequisite(s): None

Other Information: Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

○ HSA 370 Supervision in Human Services

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.

Prerequisite(s): None

History Minor

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Requirements (19 total credits) Each course can meet only one major requirement.

1. Introductory Level (4 credits)

- [HIST 301 Historical Interpretation](#)

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 naïve. 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. This course is required for history majors and minors, and for students on the social studies track in the Urban Teacher Program.

Prerequisite(s): WRIT 131 Writing I

2. 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

3. Upper-division Level: Women's History (1 course, 4 credits)

- One course in women's history (See the list below)

4. Upper-division Level: Electives (2 courses, 8 credits)

Upper-division level courses in any geographical area and field are appropriate. (HIST 490 is not required but students may choose to take this course in place of an upper-division course)

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.

Partial Listing of Lower-division Courses

- [HIST 101 The American Past: To 1865](#)

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.

Prerequisite(s): None

- [HIST 102 The American Past: From 1865](#)

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.

Prerequisite(s): None

- HIST 103 World History I: Patterns of Civilization to 1500

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.

Prerequisite(s): None

- HIST 104 World History II: The Modern World, 1500 to Present

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.

Prerequisite(s): None

Partial Listing of Courses Between HIST 302 and 309

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

How did the economic undertakings of the first colonists in Virginia and Massachusetts grow into today's businesses? How did American businessmen and women shape the Industrial Revolution and how, in turn, did that revolution influence American business? What is distinctive about American capitalism, and how did it come to be what it is? These and other subjects make up the story of business in U.S. Economic Life.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 304 U.S. Economic Life: Working People

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 farm workers 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 305 U.S. Economic Life: Technology](#)

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 309 Women and Public Activism in the United States](#)

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Partial Listing of Upper-division Topics Courses

- [HIST 310 American Indian History](#)

History 310 is a general survey of the history Native North American nations from pre-contact through the late 20th century. Partly chronological and partly thematic, the course makes use of readings, lectures, films, group projects, community investigation and class discussion to introduce students to the rich diversity of Native North American societies and cultures. A key focus will be the efforts of Native Americans to revitalize their societies through incorporating change within a culturally persistent world-view despite enormous European and European American pressure to assimilate into the dominant society. Course materials will also focus on how Europeans and European Americans were also confronted with the task of incorporating change introduced by Native Americans into their own world-view. The impact of contact and exchange profoundly affected both Native Americans and Europeans and is still affecting their descendants today. Students will be given the opportunity to explore Twin Cities' resources and take a turn at leading a class discussion.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 311 African American History](#)

This course examines the history of African Americans and race relations in the United States from slavery to freedom. Emphasis is on putting the experiences of African Americans in the context of U.S. social, cultural and political history. The course encourages examination of primary sources (such as slave narratives, newspapers and speeches) to illuminate an African-American cultural and intellectual tradition in U.S. arts and letters. Assignments include library and/or other research.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: ETHS 344 African American Literature

- HIST 312 Beginnings of American Society: Colonial and Revolutionary History

During the seventeenth and eighteenth centuries, American Indians, European settlers and African slaves forged a new society. Emphasizing experiences of accommodation and conflict among diverse peoples in early North America, this course offers a multicultural perspective on the colonial era. The course explores the expansion of European settlers into North America; the comparative development of French, Spanish and British societies; diplomacy and war among Europeans and American Indians; the origins of slavery; and the impact of gender in colonial society.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 313 American Presidents

The president of the United States is the most powerful political leader in the world. And yet Americans know astonishingly little about the person they elect to the highest office in the land, and even less about past presidents—who they were, what they did, how they helped shape the history of the United States and the world. At the same time, paradoxically, the genre of presidential biography is an extremely popular one with the reading public. This independent study is a critical and analytical exploration of the history of America's past leaders. Periodically historians are surveyed to determine how they "rank" the American presidents. Among the issues considered are why presidents have been ranked as they have, and whether these rankings reflect reasonable judgments of their accomplishments in office. As students read about these men—for that is what they always have been—they should what constitutes political success, and why people remember some presidents as "great," and others as failures. Also to be considered is the issue of "character."

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 315 Civil Rights Movement in the 1960s

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 320 History of Asian Americans

A majority of U.S. immigrants today come from Asia, the Middle East and Latin America. The 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 when they have become full participants in the making of a multicultural America.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Overlap: ETHS 361 History of Asian Americans

- HIST 327 American History at the Movies

This course examines the ways in which the American movie industry has depicted major events and themes in American history and society, and considers both the accuracy of these depictions and their influence on popular understandings of the American past. Students are expected to rent and view movies, in addition to in-class viewing, and to read materials relating to both American cinema and historical topics. A general understanding of U.S. history is recommended.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 328 Women in Modern U.S. History 1877 to the present

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 329 Legacies: History of Women and the Family

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 331 Religion and Politics in America

Religion has always been deeply enmeshed in American political life, despite the American tradition of separation of church and state. Today, some fear an erosion of that separation, while others complain that we live in a "culture of disbelief" where religion is not respected. This course examines controversies surrounding religious belief, religious practice and religious diversity in industrial America, giving students the opportunity to decide for themselves what the place of religion in modern America is and ought to be. Students of diverse religious backgrounds are most welcome, but a respect for the beliefs of others is a condition of participation. Overlap: RELS 355/555 Religion and Politics in America and Hist 531 Religion and Politics in America.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information:

Overlap: RELS 355/555 Religion and Politics in America .

- HIST 333 The Greening of America: Environmental History Since 1900

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).

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 334 The Great Depression of the 1930s

Students study factors that caused the collapse of the U.S. economy in the 1930s and government action against the social and economic consequences of the Great Depression. Students also examine the experiences of women, African Americans, working people and organized labor, and agricultural communities during the Depression. In short, this course provides students with both a broad sketch of the main currents that shaped American society and more focused examples of how and why the Great Depression affected various communities. It also includes two short research projects.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 336 The American Half-century: U.S. History Since World War II

After the global destruction of World War II, many people desired a peaceful "American century." This course examines the major events, developments and conflicts of what turned out to be, in some ways, an American half-century. 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 337 U.S. Foreign Relations, World War I to the Present

The United States emerged from World War I as the world's economic giant and from World War II as the dominant military power. Compelled by the Great Depression and Hitler's Germany to assume a role of global leadership, the nation encountered opportunities and challenges as a superpower after 1945. It helped transform Europe and Japan into economic rivals, waged a costly and dangerous "cold war" with the Soviet Union, fought an inconclusive war in Korea, and suffered defeat in Vietnam. It acted like a "world policeman" yet could not control events in Latin America, the Middle East or Africa.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 338 U.S.-Russian Relations: Revolution, Cold War and the Present

This course focuses on relations between the United States and Russia since the Bolshevik Revolution of 1917. Topics include U.S. intervention in the Russian Civil War, the establishment of diplomatic relations between the United States and the Soviet Union, the Grand Alliance of World War II, the Cold War, the nuclear arms race, and the end of the Cold War. Although Russia no longer poses the threat to the United States that it once did, relations with this huge nation—a politically unstable country possessing a nuclear arsenal—remain extremely important to the United States and the rest of the world.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 341 The Vietnam War](#)

- [HIST 342 The Sixties Experience](#)

What really happened in the 1960s in America? Why is this decade remembered as a watershed, and why does it remain so controversial? This course examines closely the popular social movements whose size and impact made the 1960s an era that many Americans found exhilarating, and others found threatening. This course also considers the political context within which these movements unfolded, and which they sought to alter. Students are encouraged to peel back the layers of myth surrounding the popular memory of the 1960s and to develop their own ideas of what truly occurred then, and why it seems to matter so much (and even whether it should).

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 344 Controversies in Contemporary America: The 1980s and 1990s as History](#)

This course takes "current events" out of the headlines and into the realm of history. We examine controversies and developments that have marked American political and social life in the past 25 years. Issues such as Ronald Reagan's election, economic policy, abortion, affirmative action, welfare, "political correctness," the Iran-Contra scandal and the Gulf War are considered. The class brings the perspective of history to bear on Reagan's presidency, the power of the conservative movement and the opposition to that movement.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- [HIST 346 Minnesota History](#)

In this course, students survey Minnesota history, its geography, economy and political history, focusing on the people who populated the territory and state from its earliest days to the present. Students learn through readings, maps, films, music, photographs, firsthand accounts and short stories. They relate events in Minnesota's history to national and international events, and to movements which have affected the state's social, political and economic development.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Other Information: Prerequisite: Any writing course that is 100-level or above.

- [HIST 350 Europe: Creation and Conflict, 1500-1789](#)

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.

Prerequisite(s): WRIT 131 Writing I

- HIST 351 Europe: The Global Power

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 353 Topics in European History

Course topics offered under this title present a variety of approaches to European history. Possible topics include: focused study of one country or region; comparative research in family history (conditions in the European country of origin versus those encountered upon arrival in the United States); women and work; cultural and intellectual history; and focused study of a relatively short time span, socialism and communism. Students should check the Class Schedule for specific course content.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 354 History of the Holocaust

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 355 Problems in Contemporary Europe in Historical Perspective

What is Europe? Who is a European? Why is there conflict in the Balkans? Have democracy and capitalism failed in Russia? Using the lens provided by the past, these and other 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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 357 Women in Early Modern Europe

This course explores the world of early modern European 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 prophets, witches, writers,

artists, artisans, queens and courtesans. To discover the lives of women in traditional European society is to better understand how women both shape and are shaped by the time and place in which they live.

Prerequisite(s): None

- HIST 361 Africa: From Ancient Times to 1800

This course is a survey of the history of sub-Saharan Africa to approximately 1800, exploring developments in the cultural, sociopolitical and economic life of the region. Specific topics include the Neolithic Revolution; the Great Bantu Migrations; rise and decline of states; the impact of Islam; the impact of trade on political, social and religious changes; and early European settlements in southern Africa. (Also listed as EthS 349 Africa: From Ancient Times to 1800.)

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 362 Africa: From Colonialism to Independence

This course examines the European conquest of Africa and the struggle of the African people for independence and the effects of both on the present day socioeconomic and political conditions of sub-Saharan Africa. Topics include the origins of the Atlantic slave trade; the impact of European colonialism on the social, economic and political life of Africa; the African response to colonial rule; the significance of African independence; the lingering impact of colonialism in present day Africa; and the nature and character of apartheid.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 363 World Environmental History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 370 Behind the Great Wall: The Real China

This course provides a topical overview of modern China. It teaches students how China's modern development was shaped by tradition, geography and history. It presents Chinese history, geography, government and politics, rural and urban life, education, the family, art and literature, economic development, and foreign policy. Students study major changes that have affected women and the family as China moved from a traditional nineteenth century society through the transition to the modern world. Students are encouraged to share their family, community and work experiences of Asia with the class.

Prerequisite(s): None

Other Information: Prerequisite: WRIT 131 Writing I or equivalent.

- HIST 371 Understanding Modern Japan

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 372 History of Japanese Popular Culture

In this course, we will examine various aspects of Japanese popular culture from the Tokugawa period, through the imperial era (1868-1945), to the postwar/contemporary time (1945-present), though more emphasis is put on postwar Japan. Critical analysis of different forms of cultural production, from the theoretical and thematic perspectives of class, gender, globalization, modernity, national/racial/ethnic identity, sexuality, invented traditions, and war memory, will provide insight into Japanese history, culture, and society.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 380 Mexico, Central America and the Caribbean

Students study the changing faces of some of the United States' closest neighbors, Mexico and the countries of Central America and the Caribbean. Topics may include early American Indian societies, Columbus' discovery and its immediate aftermath, comparisons of the varied colonial experiences and each society's place in the modern world. Economics, social life, values and popular culture are all part of the mix of each country's history and their contemporary identities.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 382 Latin American History I: to 1910

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.

Prerequisite(s): WRIT 131 Writing I or equivalent required.

- HIST 383 Latin American History II: 1910 to Present

This course surveys the last one hundred years of the history of Latin America, focusing on struggles to overcome economic dependency, underdevelopment, gross internal inequalities, a lack of democracy, and U.S. "hegemony" of domination. Students learn why Latin Americans faced these five challenges, and will be able to evaluate the many efforts of Latin Americans to grapple with them. Key historical developments, including globalization, environmental devastation, war, revolution and reform, and social movements will be surveyed. We will place contemporary issues facing Latin America in their historical context. Broad continental trends will be discussed and then tested by examining particular case studies.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 390 Business History: An International Perspective

Why were women unable to vote until the twentieth century? Why were women prohibited from working in most occupations until the 1970s? How were women able to engage in public activism despite legal barriers and the constraints of social custom? This course answers these questions by examining women's public activism in the United States from the colonial period to the social movements of the 1960s and 1970s. We will examine the historical factors that gave rise to social movements for women's suffrage in the nineteenth and early twentieth centuries as well as consider the strategies and goals that led to the passage of the Nineteenth Amendment to the U.S. Constitution in 1920. We will explore why, even with the franchise, women failed to further a women's rights agenda or influence mainstream politics from 1920 until World War II. The course also explains preconditions for social protest in the postwar era that eventually gave rise to a mass-based women's movement in the 1960s and 1970s, a social revolution that profoundly affected women's and men's lives. Throughout the course we will analyze how ethnic, racial, and class differences among women affected efforts to form coalitions for social change.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 392 History of Modern Technology: An International Perspective

From the heroic age of railroads and electricity to the modern age of microchips and laptops, technology has shaped the modern world, transforming neighborhoods into a global community. This course explores the comparative history of technology with a focus on the experiences of the United States, Great Britain, Germany, the USSR and Japan in the twentieth century. The goal is to understand both the forces that have shaped technological change and the social consequences of these changes in each of these cultures. Students study the essential features of American technological development and compare these characteristics to technological innovation in other cultures.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 393 History of Economic Thought

Beginning with an introduction to economic thought in the eighteenth century, this course focuses on the theories and policies of major economists in the nineteenth and twentieth centuries. Emphasis is on the study of how concepts changed over time and the historical causes and results of those changing ideas and beliefs. Students read from the works of the great economists, such as Adam Smith, Karl Marx and John Maynard Keynes, and undertake research projects.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 394 Comparative Women's History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 395 The Rise and Fall of Communism

This course is a general overview of the history of communism. It examines how the theories of Carl Marx were put to practice by leaders such as Lenin, Stalin and Mao. The class focuses on the antagonism between communist and noncommunist states and on the impact the communist regimes had on the people who lived under them.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 398 World War II: A Global History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 490 Historian as Investigator: Historical Research

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(s): HIST 301 Historical Interpretation Also, declared History major or instructors consent.

Women's History

- HIST 309 Women and Public Activism in the United States

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 328 Women in Modern U.S. History

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 329 Legacies: History of Women and the Family

This course analyzes the family as both a public and a private institution adjusting to and shaping social, political and economic changes in American life from the colonial period to the present. Even though contemporary debates about family values suggest a fixed pattern of family life, students learn how family patterns have changed over time in response to historical changes such as wars, slavery, the disappearing frontier, industrialization, immigration and migration, consumer culture, social movements and social protest, and the rise of the welfare state. Primary emphasis is on an examination of how women used their positions within the family to gain personal power and access to public institutions.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HIST 357 Women in Early Modern Europe

This course explores the world of early modern European 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 prophets, witches, writers, artists, artisans, queens and courtesans. To discover the lives of women in traditional European society is to better understand how women both shape and are shaped by the time and place in which they live.

Prerequisite(s): None

- HIST 394 Comparative Women's History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

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 3 credit-hour history course (HIST 350I).

For further inquiries, e-mail History Department Internship Liaison, Sumiko Otsubo, at sumiko.otsubo@metrostate.edu or call her at 651-793-1477. During summer, contact the Department Chair.

To contact the History Department Chair, please e-mail Doug Rossinow at doug.rossinow@metrostate.edu or call him at 651-793-1468. 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.

Human Resource Management Minor

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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.

Total Credits: 20

Required Courses:

- [MGMT 310 Management Principles and Practices](#)

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.

Prerequisite(s): None

- [MGMT 320 Organizational Behavior](#)

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.

Prerequisite(s): MGMT 310 Management Principles and Practices

- [HRM 310 Human Resource Management: A Strategic Framework](#)

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.

Prerequisite(s): None

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 370 Employment Law**

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.

Prerequisite(s): None

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.

Elective course: One of the following courses:

- **HRM 520 Staffing Organizations**

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(s): 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**

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(s): 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

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(s): 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

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(s): 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.

Human Services Administration Minor

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The human services administration minor requires 20 credits with three 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.

Required (20 total credits)

1. Core Courses (8 credits)

Two courses are required to acquaint students with the theoretical underpinnings of supervision and administration.

- [HSA 362 Human Services Administration](#)

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.

Prerequisite(s): None

Other Information: Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

- [HSA 370 Supervision in Human Services](#)

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.

Prerequisite(s): None

2. Internship (4 credits)

A four-credit internship allows students to have a direct application experience in administration,

- HSA 350I Human Services Administration Individualized Internship.

3. Elective Courses (8 credits from the following)

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

- HSA 369 Program Evaluation

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.

Prerequisite(s): None

- HSA 360 Health Care Management and Supervision

This course covers the role and functions of the health care supervisor. Topics include the nature of supervision, planning and organization, employee motivation and morale, standards and appraisal, and communication and decision making. It also covers managerial ethics, labor relations, wage and salary, staff training and development, organizational controls, legal areas affecting supervision, and the future of management in health care. Overlap: HSA 362 Human Service Administration I and HSA 362T Human Service Administration Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSA 362 Human Service Administration I and HSA 362T Human Service Administration Theory Seminar.

- HSA 363 Development, Marketing and Grant Writing

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.

Prerequisite(s): None

- HSA 372 Administration of Early Childhood Programs

This independent study 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.

Prerequisite(s): None

- HSA 366 Computer Applications in Human Services

This course examines the role of computers within the context of human services delivery systems. Topics include the use of computers as a tool in human services case management, program management and office management; identification of specific applications; major issues and trends; and the impact of computer use and applications on human services administrators, direct service workers and clients.

Prerequisite(s): None

- HSE 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSE 455 Capstone Seminar in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

- HSE 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

- HSER 354 Ethical Issues in Human Services

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.

Prerequisite(s): None

- HSER 357 Behavior Modification

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.

Prerequisite(s): None

- HSTD 393 Training Design and Instruction

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.

Prerequisite(s): None

- HSTD 397 Career Pathing

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

Prerequisite(s): None

Other Information: Overlap: HSTD 397T Career Pathing Theory Seminar

- HSTD 498 Organizational Consulting and Techniques

This course enables students to apply the five phases of human services organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation. Students are involved in case study analysis, and the custom designing of an in-class human services client consulting project.

Prerequisite(s): None

- HSTD 394 Staff Training and Development

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

- HSTD 389 Organizational Development and Change

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.

Prerequisite(s): None

- HSTD 390 Conflict Resolution

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.

Prerequisite(s): None

- PSYC319 The Impact of Technology on Human and Organizational Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

- PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

- HRM 330 Personnel and Industrial Psychology

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.

Prerequisite(s): None

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. Overlap: PSYC 344 Personnel and Industrial Psychology.

- MGMT 360 Managing a Diverse Workforce

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.

Prerequisite(s): None

Individualized Major B.A.

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The First College replicates the origins of Metropolitan State University. There are not specific majors in the college, rather students design their own individualized degree plans, which can be interdisciplinary, combining courses in other colleges, or they can be in new areas, not offered elsewhere at the university. Examples of programs students have designed include combinations of study from two different colleges such as political science and business administration. Or a student might focus on a broad general theme such as the environmental movement, international development, and Third World tourism or community development. Contact the First College advising center for more information.

To earn an individualized B.A. degree, students must complete:

A total of 120 credits, including the following:

1. **General Education/Liberal Studies Requirements (48 total credits)**
2. **Upper Division Credits (40 credits)**
3. **Residency Requirement:**
 - 30 credits from Metropolitan State University;
 - 20 credits while enrolled in First College, including the following First College courses.
 - PRSP 301 Perspectives: Educational Philosophy and Planning
 - PRSP 499 First College Capstone (Another capstone course may be substituted with an advisor's approval.)

Individualized Focus (32-48 credits)

This focus is student-designed and developed in the course, PRSP 301 Perspectives: Educational Philosophy and Planning.

Electives (Credit number varies to meet total degree requirements)

Except for the residency requirements, students can use transferred credits to meet any of the requirements listed about. If students meet all of the requirements, but have not reached the 120 credit total, they may use electives to reach that total.

First College students are encouraged to include a variety of learning strategies in their programs (faculty- and student-designed independent studies, internships, theory seminars and regular and online courses) and to use the prior learning assessment process to seek credits for learning gained outside the classroom. The college encourages students to design their degree programs within a framework that includes communication skills, vocational interests, critical thinking, responsible citizenship, multicultural perspectives and lifelong learning. Each student is assigned an academic advisor who

assists him or her progress toward completion of an academic program. The individualized B.A. is also available as a degree-at-a-distance.

Courses for Individualized B.A. Degree Program Students

In order to assist students with developing individualized degree programs that reflect a foundation in thoughtful educational decision making, the faculty of First College offers the following required courses:

- PRSP 301, Perspectives: Educational Philosophy and Planning, helps students develop their individualized degree programs, while focusing on the question "What does it mean to be an educated person?" This course is required of all students seeking a degree through First College and is highly recommended for students in business or human services that are uncertain about their major focus. This course is also available online and as a theory seminar.
- PRSP 499 First College Capstone, is the final requirement in a First College student's program. Students reflect on what they have accomplished and integrate what they have learned with the university's expected outcomes in communication skills, critical thinking, multicultural awareness, global understanding and citizenship. Students set self-reflective lifelong learning goals.

Courses and Workshops for All Students

In addition to its two required courses (PRSP 301 and PRSP 499), First College offers a variety of courses and workshops for all students entering or returning to higher education, wishing to use learning gained outside the formal classroom toward college credit, or wanting to include interdisciplinary studies in their degree programs.

- METR 100, Getting Credit for What You Know, is designed to assist students in obtaining university transfer credit for learning gained outside the classroom, as well as to prepare a prior learning portfolio to build on their previous nonclassroom learning.
- METR 101, Your Academic Journey, is a first year experience course that introduces students to the study skills, writing skills and critical thinking abilities necessary for success in university study. This course is required of all students entering Metropolitan State with 16 or fewer credits, and is strongly recommended for students who have been away from college for a number of years. This course is also available as a theory seminar.
- PRSP 302T, Self Directed Learning Theory Seminar. 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.
- PRSP 401, Interdisciplinary Topics in Educational Perspectives, is designed to give students advanced skills in critical thinking and multicultural perspectives by presenting a series of interdisciplinary topics which build on previous disciplinary study, introduce students to a broader range of ideas and learning strategies, and prepare students for advanced work in graduate or professional studies. See the current Class Schedule for topics to be addressed when this course is offered. These courses may be offered in a fast track format.

- METR 001, Transition to College Workshop, helps students determine whether college is for them. The workshop explores the benefits of going to college, what college options exist, and how to make good choices. Self-assessment exercises assist students in addressing their personal learning strengths and learning styles.
- PRSP 001, Creative Learning Strategies Workshop, helps students across the university learn how to design and implement internships and independent studies, and how to receive credit for learning through appropriate prior life or work experience.
- PRSP 002, First College Degree Plan Updating Workshop, is an opportunity for students to revise outdated degree plans completed in the Perspectives or Individualized Educational Planning course. It is also for students who completed Perspectives at a time when a First College individualized degree plan was not required.

Industrial Management Major B.A.S.

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Metropolitan State University in collaboration with Technical Colleges offers a Bachelor of Applied Science degree in industrial management. The goal of this 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.

Admission Requirements

- Must have completed the A.A.S. degree in Operations and Manufacturing Management or closely related area.
- GPA of 2.5 in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **Foundation courses**
- **Business core courses**
- **Required courses**

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.

Foundation Courses (22 credits)

- MATH 115 College Algebra (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s):

MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information:

Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information:

Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- *ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information:

Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

- *ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

Business Core Courses

- **DSCI 434 Introduction to Operations Management

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

- FIN 390 Principles of Finance

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

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

Required Courses (20 credits)

- DSCI 420 Project Management

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(s): MGMT 310 Management Principles and Practices

- DSCI 421 Project Planning & Budgeting

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(s): ACCT 210 Financial Accounting AND
MATH 115 College Algebra AND
MIS 310 Principles of Management Information Systems AND
STAT 201 Statistics I or equivalent, and basic knowledge of Microsoft Excel.

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

- MKTG 455 Supply Chain Management

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with the instructor's consent.

- ***DSCI 350I Internship or Integrative Project

* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management

Advising Center for information.

** Students awarded certificates in both the "Certified in Production and Inventory Management" (CPIM) and "Certified in Integrated Resource Management" (CIRM) have met the DSCI 434 course requirement. Students must submit official documentation to verify these certifications.

*** Contact the Decision Science coordinator hameed.nezhad@metrostate.edu

Information Assurance Major B.A.S.

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Metropolitan State University offers a Bachelor of Applied Science degree in information assurance (IA). Metropolitan State University has had its curriculum certified by the National Security Agency (NSA) in pursuit of a designation as an Academic Center of Excellence. The Centers of Academic Excellence in Information Assurance Education Programs are intended to promote higher education opportunities in information assurance to produce more professionals with information assurance expertise in various disciplines.

Under the Information Assurance program, four-year colleges and graduate-level universities apply to the NSA to be designated as Centers of Academic Excellence in IA Education. Each applicant institution passes a rigorous review demonstrating its commitment to academic excellence in IA education. Applicants are evaluated against stringent criteria for measurement based on IA training standards set by the Committee on National Security Systems.

Admission Requirements

- Must have completed an approved A.A.S. degree as stipulated in the articulation agreement
- GPA of 2.5 or higher in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **COM foundation courses**
- **Business core courses**
- **Required courses**

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer into 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.

The following three courses are recommended GELS courses to be used towards Goal V or Liberal studies.

- PSYC 303 Artificial Intelligence
- [PSYC 317 Human Factors](#)

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 design, the human-computer interface, airplane crashes, and product liability. The course includes Psychology Laboratory assignments, laboratory experiment simulations, flight simulator field trips and exercises in human factors design. Experimental methodology underlies the content of this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 319 The Impact of Technology on Human and Organizational Behavior

COM Foundation Courses (16 credits)

- *MIS 100 Fundamentals of Information Technology in Organizations (FITO)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- *ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

Business Core Courses (12 credits)

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of MIS

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- MKTG 455 Supply Chain Management

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with the instructor's consent.

Required Upper-division Courses

- **MIS 320 Information Systems Analysis and Design**

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(s): MIS 310 Principles of Management Information System

- **MIS 335 Management and Use of Databases**

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. 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(s): MIS 310 Principles of Management Information Systems AND
MIS 320 Information Systems Analysis and Design

- **MIS 412 Administration of the MIS Function**

This course 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. Recommended: MIS 320 Business Systems Analysis.

Prerequisite(s): MIS 310 Principles of Management Information Systems

Other Information: Recommended: MIS 320 Information Systems Analysis and Design.

- MIS 450 MIS Auditing, Security Controls and Incident Management

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(s): MIS 310 Principles of Management Information Systems

- MIS 462 Distributed Computing

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, and groupware 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 computer lab assignments, a written needs assessment, a comprehensive and applied class project and final exam.

Prerequisite(s): MIS 310 Principles of Management Information Systems

- MIS 467 Telecom and Internet Management

This course explores the range of available telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization 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 the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

Prerequisite(s): MIS 310 Principles of Management Information Systems

- MIS 498 Telecom Economics and Policy Capstone

This course covers a range of telecommunication applications and explores how those technologies are impacting the business enterprise. It addresses the legal impact of various telecommunication services on day-to-day business operations and analyzes the productivity and revenue-enhancement potential available to business. The course also addresses the issues of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

Prerequisite(s): None

* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

International Business Major B.S.

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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 and economic 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 are practically-oriented "Doing Business in . . ." courses that apply 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.

Requirements

The international business program consists of six parts:

1. **General Education/Liberal Studies**

2. **COM Foundation Courses**

- MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Business Core Courses

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **International Business Required Courses**

- ECON 314 International and Comparative Economics

NOTE: The following two courses have these prerequisites: MATH 115, ECON 201, ECON 202, IBUS 312 and Intermediate Writing)

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

- **IBUS 311 International Business Environment and Operations**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills.

- **IBUS 312 International Political Economy**

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills

5. International Business Electives (16 credits, of which four credits must be from * courses listed below.)

- **IBUS 450 Legal Aspects of International Business**

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(s): IBUS 311 International Business Environment and Operations or
equivalent with instructor's consent.

- **MKTG 455 Supply Chain Management**

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with the instructor's consent.

- **MKTG 480 International Marketing**

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- **FIN 550 International Financial Management**

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(s): FIN 392 Corporate Finance

Other Information: Overlap: IBUS 550 International Financial Management.

- **HRM 585 International Human Resource Management**

This course covers the current issues, policies and practices of international human resource management within a typical U.S. multinational corporation. It addresses staffing, compensation, benefits, training and development, and labor and employee relations as they relate to Foreign Service employees and local national employees in subsidiary operations. Each student completes a special project related to human resource practices in another country. This course is recommended for general management and business administration students in addition to human resource management professionals.

Prerequisite(s): HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior.

*** Choose one of the following**

- ***IBUS 491 Doing Business in China, Hong Kong, Taiwan**

This course is divided into three segments: historic, strategic and social. The historic portion looks at China's economic history, especially the last 30 years of economic reform. The strategic section covers the success and failures of various business strategies. The social segment explores negotiation skills, business etiquette and resources inside the countries. China, Taiwan and Hong Kong as bases of operation are also covered.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

- *IBUS 492 Doing Business in Japan, South Korea, S and SE Asia
- *IBUS 493 Doing Business in Europe
- *IBUS 495 Doing Business in Latin America

This course is designed to provide the international manager with an understanding of business practices in Latin American countries, to examine trends in the region as they impact business, and to recognize legal, ethical and cultural influences. Students design programs for purchasing from or selling to Latin American markets.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

6. Unrestricted electives as needed to total a minimum of 124 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunsetting policy requirements. Sunsetting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

International Commerce Major B.A.S.

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The goal of this program is to prepare students to work in an international commerce environment of a manufacturing or services company. More specifically, they 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 trade theory and practice, 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 2007. 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. The forecasts for the next decade indicate a continuation of past trends, with international business-related job growth at 7-8 percent per year.

Admission Requirements

- Must have completed an approved A.A.S. degree as stipulated in the articulation agreement
- GPA of 2.5 or higher in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have five components:

- **General education and liberal studies courses**
- **COM Foundation courses**
- **Business core courses**
- **Major core courses**
- **Major elective courses**

General Education and Liberal Studies

Students in degree programs at Metropolitan State University must complete while at the university, or transfer into 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.

COM Foundation Courses (22 credits)

- *MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- *ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

Business Core Courses (24 credits)

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of MIS

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- IBUS 311 International Business

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills.

- FIN 390 Principles of Finance

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

- **DSCI 434 Introduction to Operations Management

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

International Commerce Core Courses (8 credits)

- **IBUS 312 International Political Economy**

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills

- **ECON 314 International and Comparative Economics**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

International Commerce Elective Courses (8 credits, including at least one of the "Doing Business in . ." courses)

- **IBUS 450 Legal Aspects of International Business**

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(s): IBUS 311 International Business Environment and Operations or
equivalent with instructor's consent.

- **MKTG 480 International Marketing**

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

o IBUS 491 Doing Business in China, Hong Kong, and Taiwan

This course is divided into three segments: historic, strategic and social. The historic portion looks at China's economic history, especially the last 30 years of economic reform. The strategic section covers the success and failures of various business strategies. The social segment explores negotiation skills, business etiquette and resources inside the countries. China, Taiwan and Hong Kong as bases of operation are also covered.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

o IBUS 492 Doing Business in Japan, South Korea, S and SE Asia

o IBUS 493 Doing Business in Europe

o IBUS 495 Doing Business in Latin America

This course is designed to provide the international manager with an understanding of business practices in Latin American countries, to examine trends in the region as they impact business, and to recognize legal, ethical and cultural influences. Students design programs for purchasing from or selling to Latin American markets.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management Advising Center for information.

**Students awarded certificates in both the "Certified in Production and Inventory Management" (CPIM) and "Certified in Integrated Resource Management" (CIRM) have met the DSCI 434 course requirement. Students must submit official documentation to verify these certifications.

Industrial and Organizational Psychology Minor

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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.

Psychology Minors

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 (20 credits)

1. Required Courses (8 credits)

○ [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

○ [PSYC 344 Personnel and Industrial Psychology](#) (also listed as [HRM 330 Personnel and Industrial Psychology](#))

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: HRM 330 Personnel and Industrial Psychology.

2. Guided Elective Courses (4 credits from the following)

○ [PSYC 317 Human Factors](#)

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 design, the human-computer interface, airplane crashes, and product liability. The course includes Psychology Laboratory assignments, laboratory experiment simulations, flight simulator field trips and exercises in human factors design. Experimental methodology underlies the content of this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 327 Psychological Testing

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 303 Artificial Intelligence

This seminar investigates current and past work in the field of artificial intelligence (AI). Definitions of intelligence are considered, and mechanisms and performance of AI applications 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, machine vision, machine learning and robotics. The philosophy of consciousness in intelligent systems is also explored. A field trip is taken to the University of Minnesota's AI lab and computer demonstrations and videotapes are shown. Students can choose to write a critical paper or develop and test a toy AI system. English language competence is required for this class.

Prerequisite(s): PSYC 100 General Psychology or instructor's permission.

○ PSYC 307 Data/Statistical Analysis for the Behavioral Sciences or

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of math general education requirements.

○ STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

3. Other Elective Courses (8 credits from the following)

○ PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

○ PSYC 323 The Nature of Creativity: A Psychological Perspective

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?

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ HSTD 394 Staff Training and Adult Development

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

○ PSYC 319 The Impact of Technology on Human and Organizational Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and

technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

○ PSYC 212 Introduction to Diversity and Ethnics in Psychology

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? Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 107 Career Planning and Development

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.

Prerequisite(s): None

○ HSTD 389 Organizational Development and Change

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.

Prerequisite(s): None

○ PSYC 360 Friday Forum Topics relevant to organizational and industrial psychology (.5 credits per forum)

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.

Prerequisite(s): None

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.

Information and Knowledge Administration Minor

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The management information systems curriculum unit offers a minor in information and knowledge administration. This minor (formerly known as the MIS minor) consists of up to four credits of prerequisite and 20 credits of course work as defined below.

Prerequisite

- [MIS 100 Fundamentals of Information Technology in Organizations](#) (4 credits)

This course is for students who do not have any background in basic computer concepts and user-level personal productivity tools. Equivalent course or passing the waiver exam is accepted in lieu of the course.

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

Required Courses

- [MIS 310 Principles of Management Information Systems](#)

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- [MIS 320 Information Systems Analysis and Design](#)

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(s): MIS 310 Principles of Management Information Systems

- MIS 335 Management and Use of Databases

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. 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(s): MIS 310 Principles of Management Information Systems AND
MIS 320 Information Systems Analysis and Design

- 8 credits (2 required elective courses) from the MIS courses numbered 300 or above

- MIS 467 Telecommunications and Internet Management is highly recommended

This course explores the range of available telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization 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 the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

Prerequisite(s): MIS 310 Principles of Management Information Systems

Total credits: 20 credits plus MIS 100 (or equivalent or waiver)

International Business Minor

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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 enhance students' employment prospects with international companies by providing a structured minor

in International Business theory and practice. This minor will also provide the basic knowledge and skills needed by managers in companies doing business internationally.

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

Total Credits: 20

Required Courses (12 credits)

- **IBUS 311: International Business Operations and Environment**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills.

- **IBUS 312: International Political Economy**

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(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics AND
MATH 115 College Algebra and intermediate writing skills

- **ECON 314: International and Comparative Economics**

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.

Prerequisite(s): ECON 201 Macroeconomics AND
ECON 202 Microeconomics or equivalent with instructor's consent.

Elective Courses (8 credits)

Choose one of the following

- **IBUS 450 Legal Aspects of International Business**

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(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

- **MKTG 480 International Marketing**

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- **FIN 550 International Finance**

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(s): FIN 392 Corporate Finance

Other Information: Overlap: IBUS 550 International Financial Management.

- **HRM 585 International Human Resource Management**

This course covers the current issues, policies and practices of international human resource management within a typical U.S. multinational corporation. It addresses staffing, compensation, benefits, training and development, and labor and employee relations as they relate to Foreign Service employees and local national employees in subsidiary operations. Each student completes a special

project related to human resource practices in another country. This course is recommended for general management and business administration students in addition to human resource management professionals.

Prerequisite(s): HRM 310 Human Resource Management: A Strategic Framework

Other Information: Recommended: MGMT 310 Principles of Management or MGMT 320 Organizational Behavior.

Choose one of the following

- [IBUS 491 Doing Business in China, Hong Kong and Taiwan](#)

This course is divided into three segments: historic, strategic and social. The historic portion looks at China's economic history, especially the last 30 years of economic reform. The strategic section covers the success and failures of various business strategies. The social segment explores negotiation skills, business etiquette and resources inside the countries. China, Taiwan and Hong Kong as bases of operation are also covered.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

- [IBUS 492 Doing Business in Japan, S. Korea, S and SE Asia](#)

This course explores doing business in Japan, South Korea, ASEAN, and countries of the Indian subcontinent. The course consists of three parts: the integrative section looks at business history, culture, traditions and recent economic developments, and assesses their impact on the business climate and environment; the social section covers negotiation skills, business etiquette and internal resources; and the strategic section covers keys to success and failure for various business strategies. Emphasis is on researching the market viability of student's ideas for business ventures in these countries.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

- [IBUS 493 Doing Business in Europe](#)

This course is designed to provide the international manager and those interested in exploring business opportunities in Europe with an understanding of business practices in the various nations, especially those in the European Union, to examine trends in the region, and to recognize legal, ethical and cultural influences. Students design programs for purchasing from or selling to European markets.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

- [IBUS 495 Doing Business in Latin America](#)

This course is designed to provide the international manager with an understanding of business practices in Latin American countries, to examine trends in the region as they impact business, and to recognize legal, ethical and cultural influences. Students design programs for purchasing from or selling to Latin American markets.

Prerequisite(s): IBUS 311 International Business Environment and Operations or equivalent with instructor's consent.

Interpersonal Communication Minor

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Note: This minor cannot be combined with the professional communication major.

Requirements (21 total credits)

1. Required Courses (13 credits)

- [COMM 103 Public Speaking*](#) or equivalent

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.

Prerequisite(s): None

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

- [COMM 171 Desktop Computer Designing for Communication or equivalent](#)

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.

Prerequisite(s): None

- [COMM 331 Intermediate Interpersonal Communication](#)

This course focuses on the mindset and skills necessary to respond to others as whole persons. There is a special emphasis on helping and caregiving, especially in the health care setting. Students also learn oral presentation techniques. This approach involves intensive practice and feedback. Overlap: COMM 231/231T Interpersonal Communication.

Prerequisite(s): None

- [COMM 333 Intermediate Intercultural Communication](#)

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.

Prerequisite(s): None

2. Electives (2 courses from the following)

- COMM 320 Individual Rights & Public Discourse

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.

Prerequisite(s): None

Other Information: Note: Communication 320 is required for all public relations majors.

- COMM 332 Negotiation and Mediation Skills

This course focuses on the theoretical and conceptual frameworks and techniques of negotiation and mediation including win/win and win/lose postures, planning and information gathering, proposals and counter-proposals, generating alternative solutions, communicating without adversity, taking mutual perspectives, ethics and power. It explores various dispute resolution methods and includes practice in areas such as family, business and lobbying.

Prerequisite(s): None

- COMM 341 Family Communication*

This course examines communication in families. Topics include communication, family relationships, normal stages of family development, power, conflict and decision making, and stress and communication within the family. Special emphasis is placed on skill building. Evaluation includes analysis of family communication.

Prerequisite(s): None

- COMM 351 Communication in Work Groups*

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.

Prerequisite(s): None

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

- COMM 352 Organizational Communication*

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.

Prerequisite(s): None

- COMM 361 Managerial Communication*

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- COMM 431 Advanced Interpersonal Communication

In both personal and professional spheres, interpersonal communication is the primary means through which relationships are developed, maintained, repaired, and dissolved. Effective interpersonal communication is widely recognized as the cornerstone of successful friendships, marriages, and families. Due to the importance of interpersonal communication, scholars in positivist/post-positivist, constructivist, and critical approaches have proposed theories and conducted research. This course explores and evaluates these theories.

Prerequisite(s): COMM 341 Family Communication or a comparable course at another college.

- COMM 433 Advanced Intercultural Communication

Advanced Intercultural Communication helps students focus on theories of Intercultural Communication and their application. Theories introduced in earlier courses are reintroduced for deeper understanding and application. Students learn what makes a good theory and how we can assess theories' values. New theories are discussed to help students develop a repertoire of choices as they practice and critique intercultural communication in their lives and the world in which they live.

Prerequisite(s): WRIT 231 Writing II or instructor's consent.

- COMM 499 Topics in Communication

- MDST 583 Online Education and Training

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

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

Law Enforcement Major B.S.

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There are two tracks in the Law Enforcement Major. Track 1 is designed for students interested in becoming licensed peace officers in Minnesota. Track 2 is designed for students who want to major in law enforcement, but are not seeking licensure in Minnesota.

Track 1: Minnesota Peace Officer Licensure Track

Grounded in the liberal arts and sciences, this degree program helps individuals develop the knowledge, perspectives and skills for successful law enforcement careers in state, county and municipal law enforcement agencies. Students who successfully complete either the B.S. 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.

1. Requirements

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 or theft;
- submit to a thorough background investigation;
- be finger printed 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; 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 web site at <http://www.dps.state.mn.us/newpost/posthome.asp> and through the SLC Advising Center.

To earn a B.S. in law enforcement, students must complete the minimum bachelor's degree requirements, including 61 semester credits of law enforcement course work.

2. Required Core Courses (61 credits)

- [CJS 101 Introduction to Criminal Justice](#) (prerequisite for all criminal justice and law enforcement courses) *

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.

Prerequisite(s): None

- CJS 200 Literature in Criminal Justice (prerequisite for all criminal justice courses and law enforcement courses)

*** No course descriptions found for this search ***

- LAWE 220 Legal Issues in Law Enforcement (a, b)

This course presents an historical overview of constitutional law and its direct application to law enforcement operations. Knowledge and practical application of types of criminal evidence, evidence collection and preservation, and criminal court procedures are presented. Analysis and review of landmark Supreme Court decisions serve as the basis for understanding the constitutional protections guiding peace officers in such areas as search, detention, interrogation and arrest.

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

- LAWE 230 Patrol Operations (a, b)

This course examines the patrol function in police agencies. It focuses on research regarding techniques for effective patrol. In addition, the course analyzes the myths and realities associated with patrol operations.

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

- LAWE 240 Minnesota Criminal and Traffic Codes (a, b)

This course provides students with the knowledge and practical application of Minnesota criminal laws and traffic codes.

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

- LAWE 301 Community-oriented Policing (a, b)

This course presents a systematic overview of community-oriented policing and its approaches to crime prevention and reduction. Using case studies, this course presents a framework for a planned, proactive response to crime by all components of the criminal justice system and the community. Students examine and learn to apply principles of planning, research, organization and evaluation as applied to community problems.

Prerequisite(s): None

- CJS 302 Juvenile Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

○ CJS 320 Applied Criminology (a, b)

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

○ LAW 325 Criminal Procedure and Investigation (a, b)

This course examines the legal aspects of the investigation and arrest process and the fundamentals of criminal procedure: statutory elements of felony and misdemeanor offenses, crime scene control, evidentiary rules, search and seizure, interrogation, and constitutional limitations.

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

○ CJS 350 Citizenship: Community Involvement (a, b)

Students participate in a supervised service-learning experience in a social service agency. Through 60 hours of service-learning experience, students apply the principles of citizenship in a democratic society.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

○ CJS 360 Diversity Issues in Criminal Justice (a, b) *

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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

○ LAW 370 Assisting Families in Crisis (a, b)

This course examines the social and psychological dynamics associated with families in crisis and the role of the police in providing assistance in crisis situations. Factors leading to conflict in family relationships (victims, offenders and police families) are addressed. The application of principles for mediating family conflicts is stressed.

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

○ CJS 375 Criminal Justice Ethics (a, b) *

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

o CJS 483 Research Seminar in Criminal Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice

o CJS 490 Criminal Justice Capstone (a, b, c)

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. A final project (senior thesis) demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field.

Prerequisite(s): CJS 483 Research Seminar in Criminal Justice

Other Information: Note: This course should be taken the semester the student graduates.

o Law Enforcement Skills (9 lower-division credits; registration by permission only)

3. **Prerequisites:**

a. CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

b. CJS 200 Literature in Criminal Justice

*** No course descriptions found for this search ***

c. CJS 483 Research Seminar in Criminal Justice

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(s): CJS 200 Literature in Criminal Justice

Note: CJS 101 Introduction to Criminal Justice, CJS 340 Comparative Criminal Justice, CJS 360 Diversity Issues in Criminal Justice and CJS 375 Criminal Justice Ethics may also be used to fulfill general education/liberal studies requirements.

Track 2: Non-Licensure Track

Grounded in the liberal arts and sciences, this degree program helps individuals develop the knowledge, and perspectives for understanding the law enforcement profession. This track is designed for students not intending to be a licensed Minnesota peace officer.

1. Required Core Courses (46 credits)

- CJS 101 Introduction to Criminal Justice (prerequisite for all criminal justice and law enforcement courses) *

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.

Prerequisite(s): None

- CJS 200 Literature in Criminal Justice (prerequisite for all criminal justice and law enforcement courses)

*** No course descriptions found for this search ***

- CJS 210 Constitutional Law (a, b)

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(s): CJS 200 Literature in Criminal Justice

- LAW 301 Community-oriented Policing (a, b)

This course presents a systematic overview of community-oriented policing and its approaches to crime prevention and reduction. Using case studies, this course presents a framework for a planned, proactive response to crime by all components of the criminal justice system and the community. Students examine and learn to apply principles of planning, research, organization and evaluation as applied to community problems.

Prerequisite(s): None

- LAW 330 Critical Issues in Law Enforcement (a, b)

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

○ CJS 302 Juvenile Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

○ CJS 320 Applied Criminology (a, b)

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

○ LAW 325 Criminal Procedure and Investigation (a, b)

This course examines the legal aspects of the investigation and arrest process and the fundamentals of criminal procedure: statutory elements of felony and misdemeanor offenses, crime scene control, evidentiary rules, search and seizure, interrogation, and constitutional limitations.

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

○ CJS 350 Citizenship: Community Involvement (a, b)

Students participate in a supervised service-learning experience in a social service agency. Through 60 hours of service-learning experience, students apply the principles of citizenship in a democratic society.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

○ CJS 360 Diversity Issues in Criminal Justice (a, b) *

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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

○ CJS 375 Criminal Justice Ethics (a, b) *

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

o CJS 483 Research Seminar in Criminal Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice

o CJS 490 Criminal Justice Capstone (a, b, c)

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. A final project (senior thesis) demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field.

Prerequisite(s): CJS 483 Research Seminar in Criminal Justice

Other Information: Note: This course should be taken the semester the student graduates.

2. **Directed Electives (9 credits)**

- o 3 LE/CJS Electives (minimum 9 credits)

3. **Prerequisites:**

a. CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

b. CJS 200 Literature in Criminal Justice

*** No course descriptions found for this search ***

c. CJS 483 Research Seminar in Criminal Justice

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(s): CJS 200 Literature in Criminal Justice

*** Note:** CJS 101 Introduction to Criminal Justice, CJS 340 Comparative Criminal Justice, CJS 360 Diversity Issues in Criminal Justice and CJS 375 Criminal Justice Ethics may also be used to fulfill general education/liberal studies requirements.

Law Enforcement Licensing Certificate

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The Law Enforcement Licensing Certificate is designed to prepare individuals who have already completed a bachelor's degree (or higher) in any discipline from an accredited college/university for entry into the law enforcement profession in Minnesota.

The certificate program meets all Minnesota Peace Officer Standards and Training (POST) learning objectives (www.dps.state.mn.us/newpost/PDFs/LearningObjectives.pdf).

Students must meet POST minimum selection standards (www.dps.state.mn.us/newpost/posthome.asp) and complete the following course work.

1. Prerequisites

○ [CJS 101 Introduction to Criminal Justice](#)

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.

Prerequisite(s): None

○ [CJS 302 Juvenile Justice](#) (must be completed at Minnesota POST-certified college or university)

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(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

2. Core Courses

○ [LAW 220 Legal Issues in Law Enforcement](#)

This course presents an historical overview of constitutional law and its direct application to law enforcement operations. Knowledge and practical application of types of criminal evidence, evidence collection and preservation, and criminal court procedures are presented. Analysis and review of landmark Supreme Court decisions serve as the basis for understanding the constitutional protections guiding peace officers in such areas as search, detention, interrogation and arrest.

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

○ [LAW 230 Patrol Operations](#)

This course examines the patrol function in police agencies. It focuses on research regarding techniques for effective patrol. In addition, the course analyzes the myths and realities associated with patrol operations.

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

○ LAWE 240 Minnesota Criminal and Traffic Codes

This course provides students with the knowledge and practical application of Minnesota criminal laws and traffic codes.

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

○ LAWE 325 Criminal Procedure and Investigation

This course examines the legal aspects of the investigation and arrest process and the fundamentals of criminal procedure: statutory elements of felony and misdemeanor offenses, crime scene control, evidentiary rules, search and seizure, interrogation, and constitutional limitations.

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

○ LAWE 330 Critical Issues in Law Enforcement

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

○ LAWE 370 Assisting Families in Crisis

This course examines the social and psychological dynamics associated with families in crisis and the role of the police in providing assistance in crisis situations. Factors leading to conflict in family relationships (victims, offenders and police families) are addressed. The application of principles for mediating family conflicts is stressed.

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

○ Law Enforcement skills (registration by permission only)

3. Required for POST sign-off

○ LAWE 104 First Responder for Law Enforcement (required for POST exam).

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 Department of Public Health First Responder Certification.

Prerequisite(s): None

Law Enforcement Major Completion Program for Licensed Peace Officers

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This program is designed for licensed peace officers interested in completing a bachelor's degree in law enforcement on campus. Students interested in enrolling in the online program should go to <http://www.metrostate.edu/slc/peaceofficers/programreqs.html>.

1. Required Courses (26 credits)

- [CJS 200 Literature in Criminal Justice](#) (prerequisite for all criminal justice and law enforcement courses)

*** No course descriptions found for this search ***

- [LAW 301 Community-oriented Policing](#) (a, b)

This course presents a systematic overview of community-oriented policing and its approaches to crime prevention and reduction. Using case studies, this course presents a framework for a planned, proactive response to crime by all components of the criminal justice system and the community. Students examine and learn to apply principles of planning, research, organization and evaluation as applied to community problems.

Prerequisite(s): None

- [CJS 320 Applied Criminology](#) (a, b)

This course applies criminological theories, demographics and specific crime analysis to criminal justice problems. Relevant issues relating to crime and the criminal justice system are examined, such as mandatory arrest at domestics, gun control and prison overcrowding.

Prerequisite(s): CJS 200 Literature in Criminal Justice or Instructor's consent.

- [CJS 360 Diversity Issues in Criminal Justice](#) (a, b)

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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- [CJS 375 Criminal Justice Ethics](#) (a, b)

This course 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.

Prerequisite(s): CJS 200 Literature in Criminal Justice or instructor's consent.

- CJS 483 Research Seminar in Criminal Justice (a, b)

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(s): CJS 200 Literature in Criminal Justice

- CJS 490 Criminal Justice Capstone (a, b, c)

Using both a theoretical and practical framework, this experience is designed to help students integrate and synthesize their undergraduate experiences. A final project (senior thesis) demonstrates discipline mastery of a subject and serves as a vehicle for future work and study in the criminal justice field.

Prerequisite(s): CJS 483 Research Seminar in Criminal Justice

Other Information: Note: This course should be taken the semester the student graduates.

Prerequisites:

- h. CJS 101 Introduction to Criminal Justice

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.

Prerequisite(s): None

- i. CJS 200 Literature in Criminal Justice

*** No course descriptions found for this search ***

- j. CJS 483 Research Seminar in Criminal Justice

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(s): CJS 200 Literature in Criminal Justice

Major Electives (22 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.

Program Admission Requirements

- Must be a licensed peace officer (active or inactive) with a two-year degree from an accredited college or university;
- Must have completed 30 general education semester credits, including two writing courses, with a minimum GPA of 2.25 on a 4.0 scale;
- Must be admitted to Metropolitan State University.

Liberal Arts Major B.A.

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Requirements (32 upper-division credits)

Students who wish to pursue an individualized major within the College of Arts and Sciences 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 32 upper-division credits for which the student can articulate a rationale of coherence in writing. Usually all 32 credits would be in courses offered by the College of Arts and Sciences; 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.

To declare a liberal arts major, the student, in consultation with an arts and sciences advisor, designs a plan of study, selecting at least 32 upper-division semester credits and writing a rationale of coherence for the choices. A committee of arts and sciences 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.

Contact Information: Dr. Lawrence Moe: Lawrence.Moe@metrostate.edu; 651-793-1429.

In Spring Semester 2009, contact Professor Erica Rasmussen: Erica.Rasmussen@metrostate.edu; or 651-999-5942.)

Life Sciences Teaching Major B.S. (Life Sciences Licensure Grades 5-12)

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The life sciences teaching major helps students obtain the Minnesota Science Teaching License with Life Science Specialty. This license provides certification to teach life science classes, such as biology, environmental science and integrated science in grades 9-12, plus all science areas in grades 5-8 including earth science and physical science. Students gain a foundation in the biological, physical and earth sciences; engage in active hands-on scientific inquiry through lab experiments, field study and computerized analysis of data; explore methods of teaching science that actively engage students through inquiry activities, experimentation, projects, the exploration of issues and the use of technology; and develop skills in planning instruction, guiding learning and assessing the performance of science students.

Major Requirements

1. Prerequisites

- [MATH 115 College Algebra](#) or

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [MATH 120 Precalculus](#)

This course is designed to prepare students for calculus. It covers, in an accelerated format, the material from MATH 115 College Algebra and MATH 116 Trigonometry.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: A TI-83 graphing calculator is required for this course.

Requirements (45-56 total credits)

2. Foundation Courses (20 credits)

- [BIOL 111 General Biology I](#)

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. Intended for the student who is pursuing, or considering, a major in biology or life sciences teaching. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Fulfills MnTC area 3.

Prerequisite(s): MATH 115 College Algebra OR
MATH 120 Precalculus

- **BIOL 112 General Biology II**

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.

Prerequisite(s): BIOL 111 General Biology I AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- **CHEM 111 General Chemistry I**

Measurement, periodic table, atomic structure and electron behavior, isotopes and compounds, bonding and molecular geometry, balancing chemical reactions and stoichiometry, gas laws and kinetic molecular theory, energy in chemical changes and intermolecular forces and solution chemistry. Lab includes analytical techniques and instruments, safety and disposal of hazardous materials. Fulfills MnTC goal 3 and prerequisites for pre-professional programs and the biology major.

Prerequisite(s): MATH 115 College Algebra

- **CHEM 112 General Chemistry II**

Builds on concepts from Chem 111: acid/base theory; equilibria; nuclear and electrochemistry; terminology, functional groups and reactivity of organic compounds; and introduction to biochemistry. Lab includes skills unique to organic/biochemistry. Fulfills the prerequisites for pre-professional programs and the biology major.

Prerequisite(s): CHEM 111 General Chemistry I

3. **Core Courses (18-28 credits)**

(Choose one)

- **GEOL 110 Introduction to Earth Sciences** or**

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.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- GEOL 101 Introduction to Geology* **and**
- PHYS 101 Introduction to Astronomy*

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. Intended for general education students. Lab included.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

(Choose one)

- PHYS 110 Introduction to Physics* **or**
- PHYS 111 General Physics I **and**
- PHYS 112 General Physics II** **or**
- PHYS 211 Calculus-Based Physics I **and**
- PHYS 212 Calculus-Based Physics II**

(Choose one)

- BIOL 310 Ecology **or**

This course covers the science of ecology, including population, community and ecosystem ecology, focusing on the investigation of patterns in the distribution and abundance of organisms, and of 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 majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- BIOL 312 Evolution **or**
- BIOL 315 Limnology, **or**

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 majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

- **BIOL 320 Ecosystem and Global Ecology**

This course covers ecosystem theory, nutrient cycling, energy flow, and related global environmental topics including acid rain, greenhouse effect, climate change and mercury pollution. The content and methods of modern ecosystems research are emphasized. Lab activities may include field investigations, lab experiments, and computer modeling. Intended for biology majors and minors.

Prerequisite(s): BIOL 111 General Biology I AND
BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 112 General Chemistry II AND
MATH 115 College Algebra OR
MATH 120 Precalculus

(Choose one)

- **BIOL 301 Genetics, or**

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 included are the modern techniques of genetics including: gene mapping, cloning, genome manipulation and mutation. Lab included. Intended for majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- **BIOL 303 Cell Biology and Histology, or**

Explains life in terms of molecules, cells, tissues, and organs. This course integrates these levels of complexity and focuses 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's cytoskeleton. Laboratory includes descriptive histology of animal tissues. Intended for biology majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

- **BIOL 304 Molecular Biology**

Molecular biology studies genetic expression at the molecular level-including transcription, translation, and DNA replication emphasizing structure and function. This course places a great deal of emphasis on how molecular lab techniques elucidated the genetic mechanisms of the cell. Lab includes recombinant DNA, gel electrophoresis, PCR and sterile technique. Intended for biology majors/minors.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 112 General Chemistry II

4. Teaching Methods (8 credits)

- SCED 445 The Practice of Science

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.

Prerequisite(s): BIOL 112 General Biology II AND
CHEM 111 General Chemistry I AND
CHEM 111L General Chemistry I Laboratory AND
GEOL 110 Introduction to Earth Sciences AND
PHYS 101 Introduction to Astronomy AND
PHYS 111 General Physics I - Algebra Based

Other Information: Note: Admission to the Urban Teacher Program or Department approval required to register. This course should be taken before SCED 450.

- SCED 450 Science Methods for Urban Grades 5-12 Classrooms and Lab

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(s): 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 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 semester of student teaching. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar

* Recommended courses for student who plan to teach middle school science: GEOL 101, PHYS 101, and PHYS 110.

**** Recommended courses for students who plan to teach high school biology: GEOL 110, PHYS 111 and PHYS 112, or PHYS 211 and PHYS 212.**

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 Urban Teacher Program. Please note that the university's Education Department 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.

Management Major B.S.

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The management program area offers a major in management. The management major 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, online, or by combining on campus and online courses. Program requirements are the same, regardless of the delivery mode.

The management program includes courses in six areas:

Requirements

1. General Education/Liberal Studies

2. COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [STAT 201 Statistics I](#)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- **ECON 201 Macroeconomics**

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- **ECON 202 Microeconomics**

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- **ACCT 210 Financial Accounting**

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Business Core Courses

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **Management Required Courses**

- MGMT 320 Organizational Behavior

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.

Prerequisite(s): MGMT 310 Management Principles and Practices

- MGMT 340 Managing Quality

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(s): MGMT 310 Management Principles and Practices AND
STAT 201 Statistics I or equivalent with instructor's consent.

○ MGMT 360 Managing a Diverse Workforce

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.

Prerequisite(s): None

○ ACCT 320 Strategic Management Accounting

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(s): ACCT 210 Financial Accounting AND
ECON 202 Microeconomics

Other Information: Note: Read chapter two in Horngren and read "Strategy and Management Accounting" module and prepare questions one, seven and eight; and problems 11 and 16 in module before first class meeting.

○ BLAW 320 Legal Environment of Organizations

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.

Prerequisite(s): None

○ HRM 310 Human Resource Management

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.

Prerequisite(s): None

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.

5. Management Electives (eight upper-division credits from COM curriculum)

6. Unrestricted electives as needed to total a minimum of 124 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunset policy requirements. Sunset policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Management Information Systems Major B.S.

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The management and application of information to decision making in organizations represents a critically important challenge for managers in every function in every organization. This major provides undergraduate courses in management information systems (MIS) related to the management of technology and information.

The MIS major provides the basic knowledge to help students succeed in a professional environment. The courses enable students to develop a basic understanding of the entire process of designing and managing/using information technology (IT). Students not only learn theory, but also attain a working knowledge of IT. This balance of theory and practice increases a student's awareness of, appreciation for, and insight into IT planning and decision making in real-life situations.

Requirements:

The management information systems program includes courses in six areas:

1. General Education/Liberal Studies

Within the context of university GELS requirements, the MIS program area recommends that students complete a PSYC 100 General Psychology and a social science research methods course to fulfill the social and behavioral sciences course requirements within GELS.

In addition, the following three courses from the psychology program area are recommended as electives towards GELS requirements:

- [PSYC 303 Artificial Intelligence](#)

This seminar investigates current and past work in the field of artificial intelligence (AI). Definitions of intelligence are considered, and mechanisms and performance of AI applications 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, machine vision, machine learning and robotics. The philosophy of consciousness in intelligent systems is also explored. A field trip is taken to the University of Minnesota's AI lab and computer demonstrations and videotapes are shown. Students can choose to write a critical paper or develop and test a toy AI system. English language competence is required for this class.

Prerequisite(s): PSYC 100 General Psychology or instructor's permission.

- [PSYC 317 Human Factors](#)

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 design, the human-computer interface, airplane crashes, and product liability. The course includes Psychology Laboratory assignments, laboratory experiment

simulations, flight simulator field trips and exercises in human factors design. Experimental methodology underlies the content of this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 319 The Impact of Technology on Human Organizational Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

2. **COM Foundation Courses**

- MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- MATH 115 College Algebra

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information:

Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information:

Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. **Business Core Courses**

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **MIS Required Courses**

- MIS 320 Information Systems Analysis and Design

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(s): MIS 310 Principles of Management Information Systems

- MIS 328 Applications Development I

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 Basic or elementary Visual Basic) and then proceeds towards application design using Visual Basic. Students learn to apply analytical concepts to translate common business problems into programs

using proper design, structure, methodology, and syntax. The goal is to understand the management issues in programming and application development.

Prerequisite(s): MIS 310 Principles of Management Information Systems

- MIS 329 Applications Development II

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(s): MIS 310 Principles of Management Information Systems AND
MIS 328 Applications Development I

- MIS 335 Management and Use of Databases

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. 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(s): MIS 310 Principles of Management Information Systems AND
MIS 320 Information Systems Analysis and Design

- MIS 467 Telecommunications and Internet Management

This course explores the range of available telecommunications technologies and how they can be used to facilitate information access and dissemination at all levels of an organization 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 the World Wide Web has required many changes both in architecture and concept. The student learns how to manage these new environments.

Prerequisite(s): MIS 310 Principles of Management Information Systems

- MIS 499 MIS Capstone

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. Knowledge of rapid application development tools is needed. 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.

Prerequisite(s): None

Other Information:

Prerequisite: All work in the MIS major must be completed prior to registration.

5. MIS Electives (8 credits at the upper-division, 300-, 400- or 500-level)

- MIS 456 Supply Chain Information Systems

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(s):

MIS 310 Principles of Management Information Systems

- MIS 462 Management of Distributed Computing

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, and groupware 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 computer lab assignments, a written needs assessment, a comprehensive and applied class project and final exam.

Prerequisite(s):

MIS 310 Principles of Management Information Systems

- MIS 498 Telecommunications Economics and Policy

This course covers a range of telecommunication applications and explores how those technologies are impacting the business enterprise. It addresses the legal impact of various telecommunication services on day-to-day business operations and analyzes the productivity and revenue-enhancement potential available to business. The course also addresses the issues of creating mass customization for end users. This course is targeted at students who are working business managers with a need to understand the impact of the new and emerging telecommunications services and how they can be harnessed to add value to business operations.

Prerequisite(s):

None

- MIS 350 MIS Internship

- DSCI 420 Project Management

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(s): MGMT 310 Management Principles and Practices

The following electives are offered intermittently:

- MIS 312 Administration of the Management Information Systems Function
- MIS 463 Strategic Management of Technology and Innovation

This course analyzes issues involved in the planning, development, and implementation of technological capabilities to achieve the strategic and operational objectives of an organization. Students investigate the role of product and process innovation in creating, developing and implementing new product and process technology in organizations. The course also examines the complex relationships of a firm's product and process technologies to its competitive environment and organizational structure. New technologies are reviewed and assessed through life cycle analysis, technology assessments and case studies. Technology-based product design is reviewed. Building managerial environments that enhance technological creativity is explained.

Prerequisite(s): DSCI 434 Introduction to Operations Management (recommended) AND MIS 310 Principles of Management Information Systems

- MIS 533 Special Topics: Emerging Technologies

This elective course is designed to address emerging technologies such as Web development, Internet/intranet/extranet, decision support systems, expert systems, rapid technology development, technology assessment, newly emerging architectures and organizational structures to address technology changes, as well as emerging strategic technology issues. Students should note that this elective course is not listed in the course schedule on a regular cycle and should consult with the MIS faculty to find out when it may be offered.

Prerequisite(s): MIS 310 Principles of Management Information Systems

6. **Unrestricted electives as needed to total a minimum of 124 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course

requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunseting policy requirements. Sunseting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Marketing Major B.S.

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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 in marketing principles, buyer behavior, marketing research and supply chain management, to name a few. All of these courses 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.

Requirements:

The marketing program includes courses in six areas:

1. General Education/Liberal Studies

2. COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- [STAT 201 Statistics I](#)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

3. Business Core Courses

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

4. **Marketing Required Courses**

- MKTG 310 Consumer and Professional Buying Behavior

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, and objectives of industrial and commercial buyers.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 420 Marketing Research

This course examines the processes and techniques used in securing, analyzing and creatively using information to identify marketing problems and opportunities, and for determining marketing strategies and plans. Students design and implement an actual marketing research study.

Prerequisite(s): MKTG 300 Marketing Principles AND
STAT 201 Statistics I or equivalent with instructor's consent.

- BLAW 430 Marketing and Advertising Law

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(s): MKTG 300 Marketing Principles

- MKTG 455 Supply Chain Management

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.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with the instructor's consent.

- MKTG 490 Issues in Marketing

*** No course descriptions found for this search ***

5. **Marketing Electives (eight credits)**

- MKTG 340 Advertising Practices and Procedures

This course offers a basic understanding of key advertising fundamentals with an emphasis on issues and trends that are most likely to influence an organization's advertising or marketing communications decision-making. Specific issues or topics may include interactive advertising, promoting small businesses and nonprofit organizations, ethical advertising, out-of-home promotions and international advertising. Small group activities and other assignments require some time spent and/or meetings outside of class.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 347 Advertising Copywriting

Students in this course study how to write advertising copy for print, radio and television, and collateral media. The course covers such topics as audience identification, positioning, creation of an advertising premise and copy organization. Students practice writing for each of the media discussed.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures AND
WRIT 231 Writing II OR
WRIT 261 Business Writing or equivalent with instructor's consent.

- MGMT 370 Hotel & Restaurant Chain Management

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(s): MGMT 310 Management Principles and Practices

- MKTG 371 Travel & Tourism Marketing

This course integrates research, planning and scheduling of marketing activities designed to meet the needs of business and leisure-time travelers. Successful service marketing campaigns are studied in order to develop strategies specific to travel and tourism. Special attention is given to the efforts of trade associations and government agencies and bureaus to increase the tourist trade in their service areas. Legal and ethical considerations in the implementation of marketing campaigns are treated in-depth.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 435 Sales and Sales Management

This course examines the principles and practices of successful sales management, applied within the context of a company's overall marketing strategy and focuses on the sales manager's leadership and administrative roles in planning and executing a business' sales programs. Topics include sales force organization, territory decisions, quota development, ethical and social responsibilities, recruiting, selecting, sales training, motivating, compensating, supervising, evaluating, and controlling a sales force.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- MKTG 438 Sports and Entertainment Marketing

Sporting events and games at all levels are becoming an increasingly important form of American entertainment. Marketing is involved in two major ways - the events, games and entertainment themselves must be publicized and marketed, and three venues are used increasingly as advertising vehicles. In addition, outstanding athletes in many sports are sought as spokespersons or testimonial deliverers for a huge variety of goods and services. This course examines the role of marketing in the development and maintenance of sporting and entertainment activities and in leveraging the high level of interest in sporting such events to help to sell goods and services.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- MKTG 442 Advertising Campaign Planning and Management

This course emphasizes overall advertising campaign management. It focuses on strategy development, advertising and promotional relationships, media strategy, budget management and control, and measuring results. Students study and analyze case histories and current campaigns covered in advertising trade publications. Students study advertising management's role in the marketing process, and sharpen their abilities to think strategically, analyze, conceptualize and make sound decisions. Students work in teams to prepare and present an entire advertising campaign.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures

- MKTG 348 Advertising Design and Production

This course explores the techniques, theories and processes used by art directors, designers and other advertising and marketing professionals in developing visual communications for print advertising and collateral. This course surveys the stages of print advertising development from initial conceptualization (concepts) through production, publishing or printing and cost analysis. Students study design theory, creative processes, graphics and printing terminology and practices. Students will also discuss how to work effectively with marketing managers, production personnel at both the corporate and agency level as well as outside vendors.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures or equivalent with instructor's consent.

- MKTG 449 Fundamentals of Purchasing

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.

Prerequisite(s): None

- MKTG 450 Advanced Purchasing Management

This course examines the activities undertaken by purchasing personnel to achieve organizational objectives. Topics covered include value analysis, vendor analysis and certification, negotiations and contracting, logistics and inventory control, and the legal and ethical considerations in professional purchasing. These topics are relevant to organizations in the public and nonprofit sectors of the economy as well as to private-sector organizations.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- MKTG 451 Materials Management

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.

Prerequisite(s): None

- MKTG 470 Business to Business Marketing

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- **MKTG 480 International Marketing**

This course focuses on marketing principles businesses use to market their goods or services to other businesses. Topics include: organizational buying and buyer behavior, customer relationship management analysis and strategies, industrial market segmentation and target marketing, product planning, distribution strategy, pricing policy and the use of a sales force, advertising, and sales promotion in a business-to-business marketing plan.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

6. Unrestricted electives as needed to total a minimum of 124 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 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 near the end of a student's program.

Transfer of Credit

Transfer course evaluation is made by the faculty in the College of Management. Students may be granted credit for courses of similar content and level (such as lower or upper division) taken at regionally accredited colleges and universities. Students cannot meet major required or elective course requirements with lower-division courses. In addition, courses being transferred into the accounting, economics and management information systems areas must meet respective sunsetting policy requirements. Sunsetting policies specify the acceptable time between when a course is taken and when the course is evaluated to meet a major requirement. 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. Currently, waiver exams are available for Financial Accounting, Strategic Management Accounting, Macroeconomics, Microeconomics and Fundamentals of Information Technology in Organizations.

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.

Mathematics Teaching Major B.S. (Mathematics Teaching Licensure Grades 5-12)

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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 grounding 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.

Major Requirements

1. Prerequisites

- [STAT 201 Introduction to Statistics](#)

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- [MATH 120 Precalculus](#) or a grade of B or better in both

This course is designed to prepare students for calculus. It covers, in an accelerated format, the material from MATH 115 College Algebra and MATH 116 Trigonometry.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 120 Precalculus on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: A TI-83 graphing calculator is required for this course.

- [MATH 115 College Algebra](#) and

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 116 Trigonometry

This course introduces trigonometric functions using right triangles and the unit circle. Topics include using trigonometry to solve geometric problems, graphs of trigonometric functions, modeling periodic phenomena, trigonometric identities and inverse trigonometric functions. Students wishing to take calculus have the option of taking either MATH 120 (Precalculus) or taking both MATH 115 (College Algebra) and MATH 116 (Trigonometry).

Prerequisite(s): MATH 115 College Algebra (can be taken concurrently.)

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators. This course cannot be used to satisfy the college algebra competence requirement.

2. **Required Courses (44 total credits)**

- MATH 210 Calculus I

This course covers topics in differential calculus including limits, derivatives, applications of differentiation, L'Hopitals rule, implicit differentiation, related rates, differentiation of transcendental functions and an introduction to the Fundamental Theorem of Calculus.

Prerequisite(s): MATH 120 Precalculus or placement on the mathematics assessment test offered by Diagnostic Services or a B or better in both Math 115 College Algebra and MATH 116 Trigonometry.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 211 Calculus II

This is a continuation of Math 210 Calculus I. Following the same approach as in MATH 210, this course covers the definite integral, the fundamental theorem of calculus, numerical methods for evaluating integrals, techniques of integration and series.

Prerequisite(s): MATH 210 Calculus I

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- MATH 215 Discrete Mathematics

Using applications to motivate the material, stressing problem-solving techniques, and with meaningful connections to computer science, this course covers theories of equations, matrices, combinations, probability, logic and mathematical reasoning.

Prerequisite(s): MATH 115 College Algebra

- MATH 301 Introduction to Analysis

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.

Prerequisite(s): MATH 211 Calculus II

- MATH 310 Calculus III: Multivariable Calculus

This course builds on MATH 211 Calculus II and covers the calculus of several variables. Topics include vectors and plane curves, functions of several variables, rates of change, curves and vectors in space, multiple integrals, vector fields, line integrals, and Stokes Theorem.

Prerequisite(s): MATH 211 Calculus II

- MATH 315 Linear Algebra and Applications

This course covers the following topics: systems of linear equations, matrix algebra, Euclidean vector spaces, linear transformations, general vector spaces, and eigenvalues and eigenvectors.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus

- MATH 340 Mathematical Modeling

In this course, the emphasis is on the modeling process of phenomena arising in nature, business, industry and technology. Empirical as well as conceptual modeling are integrated. Dynamic, stochastic and optimization models as well as their analyses are introduced.

Prerequisite(s): MATH 251 Introduction to Probability and Statistics AND
MATH 315 Linear Algebra and Applications

- MATH 370 Modern Geometry

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.

Prerequisite(s): MATH 310 Calculus III: Multivariable Calculus AND
MATH 315 Linear Algebra and Applications

- MATH 471 Abstract Algebra

This course introduces abstract algebraic structures and their applications. Topics include group theory, rings and fields.

Prerequisite(s): MATH 301 Introduction to Analysis AND
MATH 315 Linear Algebra and Applications

- MAED 440 Teaching Mathematics to Urban Learners in Grades 4-8

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.

Prerequisite(s): None

Other Information: Note: 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 444 Teaching High School Mathematics to Urban Learners in Grades 9-12**

The courses MAED 440 and MAED 444 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. For more information, visit the [Grades 5-12 licensure for Urban Secondary Education](#) page in the catalog.

Media Literacy Minor

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Requirements (20 total credits)

- [MDST 361 Visual Communication](#)

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.

Prerequisite(s): None

- MDST 363 Children and the Media

This course examines the influence of television, radio, film and new technologies 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, 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 and feature films.

Prerequisite(s): None

- MDST 580 Issues in Communication Technology

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

Prerequisite(s): None

- MDST 371 American Film: Traditions and Trends or

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.

Prerequisite(s): None

- COMM 321 Gender, Sport and Communication

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

You may choose only one of the following

- INFS 315 Searching Information

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

- INFS 316 Evaluating Information

This course is about understanding how information is produced and distributed. We will explore the topic by examining cultural authority, information-seeking behavior, and audience within this context. Characteristics of valid information are considered, with a focus on the accuracy, credibility, authenticity, and availability of a work. This course will cover verification skills, citation analysis, plagiarism, and intellectual property.

Prerequisite(s): None

- INFS 338 Craft and Commerce of Book Publishing

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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 251 Introduction to Creative Writing OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing

- INFS 518 Information Issues

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

Prerequisite(s): None

Mental Health Psychology Minor

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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.

Requirements (20 credits)

1. Required Courses (8 credits)

○ [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

○ [PSYC 300 Abnormal Psychology](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. Guided Electives (4 credits from the following)

○ [PSYC 327 Psychological Testing](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ [PSYC 345 Biopsychology](#)

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. Overlap: BIOL 345 Biopsychology.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: BIOL 345 Biopsychology.

o PSYC 400 Advanced Abnormal Psychology

This course examines selected areas of psychopathology in greater depth. Topics stimulating controversy or special interests in the professional literature are discussed. Attention is given to differential diagnosis.

Prerequisite(s): PSYC 300 Abnormal Psychology or equivalent with instructor's consent, and good writing ability.

o PSYC 508 Mental Health and the Law

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(s): PSYC 100 General Psychology or equivalent with instructor's consent.

3. Other Elective Courses (8 credits from the following)

o PSYC 102 Dynamics of Parent/Child Relationships

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.

Prerequisite(s): None

o PSYC 305 Behavior Disorders in Children

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 390 Mental Retardation: Issues, Assessment and Intervention

This independent study focuses on the study of mental retardation as a multidisciplinary study in both theory and practice. Students gain an understanding of intervention causes, issues and methods related to mental retardation to ensure successful mainstreaming within the community.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Note: After registering, call the Psychology Department at 651-999-5820.

○ PSYC 406 Introduction to Clinical Psychology

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(s): PSYC 300 Abnormal Psychology or equivalent with instructor's consent.

○ PSYC 212 Introduction to Diversity and Ethics in Psychology

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? Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 313 Family Systems

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.

Prerequisite(s): None

Other Information: Recommended: An introductory sociology or psychology course.

○ PSYC 360 Friday Forum Topics relevant to mental health and psychology (.5 credits per forum)

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.

Prerequisite(s): None

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 330 Psychology of Learning

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 343 Drugs and Behavior: An Introduction

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Post-baccalaureate Bachelor of Science in Nursing (Post-Baccalaureate B.S.N.) (formerly known as the Accelerated B.S.N. Program)

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This program is designed for those who hold a bachelor's degree in a non-nursing field and would now like to go into nursing and earn their B.S.N.

Note: This program is being suspended. Students will apply to the proposed Entry Level M.S.N. program. See the Web site for the College of Nursing and Health Services about the proposed program, particularly the Admission Requirements and the Prerequisites Courses.

Admission Requirements

For the Post-bac B.S.N. program, the following requirements are necessary for admission to the Department of Nursing.

- Official transcript indicating B.A./B.S. degree
- Official transcripts of all college coursework
- Cumulative GPA of 3.0 (4.00 scale) calculated from all college coursework
- Completion of program prerequisites

Prerequisite Courses

Before applying to the Post-bac nursing program, seven prerequisite courses must be completed at any accredited college or university (cumulative GPA of 3.0).

- Statistics
- Chemistry (with laboratory component)
- Human Anatomy (with laboratory component)
- Human Physiology (with laboratory component)
- Microbiology (with laboratory component)
- Nutrition
- Life span growth and development (must cover the entire life span)

The science courses must include labs. All courses must be at least three (3) semester credits. Courses taken under the quarter system must be at least four (4) quarter credits.

All prerequisites must be completed with a grade of C or better. The prerequisite course grades are heavily weighted in the admission process. Although there is no age limit at this time on prerequisite courses, they contain prerequisite content needed for nursing courses so students with very old courses may wish to consider retaking them if appropriate.

Not all of the prerequisite courses are available at Metropolitan State University. Students may take applicable courses at any accredited college or university. Some colleges may offer a sequence of courses rather than a single course (such as Anatomy and Physiology I and II or Child and Adolescent Development and Adulthood and Aging).

Students with questions about the applicability of a course to meet one of the prerequisites should contact the Nursing undergraduate advisor. Some courses may need to be approved by petition. Petitions are obtained by contacting the College of Nursing.

Program Courses

After being accepted into the program, students will successfully complete 60 credits of nursing coursework. This program will require a full-time commitment for four semesters (fall/spring). Some courses may be available during summer terms to lighten the fall/spring credit loads.

- **NURS 304 Fundamental Concepts of Professional Nursing** (8 credits)

This course introduces students to the concepts and skills that serve as a foundation for professional nursing practice. Physical, emotional, cognitive, social/relational, and spiritual factors affecting health are examined within a holistic model of care. The nursing process provides the framework for making clinical judgments in the care of diverse patients. Students learn and apply nursing skills with an emphasis on patient safety in simulated and health care settings.

Prerequisite(s): None

- **NURS 305 Theoretical Foundations of Nursing I** (3 credits)

*** No course descriptions found for this search ***

- **NURS 306 Principles of Pharmacology for Nursing** (3 credits)

This course introduces the student to the nursing role in drug management for patients across the lifespan and across the spectrum of health and illness. The focus is on drug prototypes from major drug categories, their actions, therapeutic use and adverse effects. Nursing implications are integrated to reinforce the relationship between pharmacologic knowledge and nursing practice. Emphasis is placed on individual responsibility, interdisciplinary collaboration, and patient safety.

Prerequisite(s): None

Other Information: Requirement: Admitted nursing student or instructor's consent.

- **NURS 309 Nursing Care During Illness** (8 credits)

This course focuses on the human experience of illness. The impact of illness in the adult population is understood to affect the emotional, physical, social/relational, spiritual, and mental aspects of the person. Pathologic variables underlying disease processes are understood as a basis for developing clinical judgment within a holistic nursing framework. Emphasis is placed on the application of evidence-based clinical practice, knowledge acquisition, skill development and clinical competence.

Prerequisite(s): NURS 306 Principles of Pharmacology for Nursing AND
NURS 402 Ethical Dimensions for Nursing Practice

Other Information: Prerequisite: Full admission into the nursing major or instructor consent.

- NURS 315 Theoretical Foundation of Nursing II (3 credits)

This course builds on NURS 305 Theoretical Foundations of Nursing I. The course focuses on the application of theory-based clinical decision making for providing holistic nursing care. The centrality of the client's model of mind-body-spirit within the context of health is emphasized. The specific therapeutic interventions of relaxation, imagery, therapeutic touch and pattern explication are taught. Aims of intervention, the client's self-care knowledge, and the ability to mobilize resources are integrated into the development of nursing interventions.

Prerequisite(s): None

- NURS 335 Nursing Research (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.

Prerequisite(s): STAT 201 Statistics I and Admitted B.S.N./M.S.N. student or instructor's consent.

- NURS 402 Ethical Dimensions for Nursing Practice (2 credits)*

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles. Note: This course may be taken for graduate credits as NURS 602.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N./M.S.N. student or instructor's consent.

- NURS 407 Family Health Nursing (3 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. Note: This course may be taken for graduate credits as NURS 607.

Prerequisite(s): None

Other Information:

Requirement: Admitted B.S.N. student or instructor's consent.

- **NURS 408 Maternal Child Health Nursing (6 credits)**

This course focuses on holistic nursing care in maternal child health. Concepts of Modeling and Role-Modeling are applied to the care of women during childbearing and to the care of children and their families experiencing pediatric health problems. Simulated practice of nursing skills in a multimedia setting is included as well as clinical application of both theory and skills in an inpatient setting. The course credits include three credits for theory, 1 credit for application laboratory, and 2 credits for practicum.

Prerequisite(s): NURS 306 Principles of Pharmacology for Nursing AND
NURS 309 Nursing Care During Illness AND
NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research

- **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 health problems and issues. Case studies of clients/aggregates in multicultural settings in the community are the basis for discussion of systems theory, public health nursing, and population-based practice. Unconditional acceptance of culturally, ethnically and socio-economically diverse clients enhances the development of students' nursing care. Students work collaboratively in small groups to assess and diagnose the health needs of an actual community. Students must register concurrently for a practicum session.

Prerequisite(s): NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research for B.S.N. students or admitted RN-M.S.N. student.

Corequisite(s): NURS 456P Community Health Nursing Practicum

- **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.

Prerequisite(s): NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research

Corequisite(s): NURS 456 Community Health Nursing

- **NURS 458 Leadership and Management in Nursing (6 credits)**

This course focuses on leadership and management theory and skills needed to prepare nurses to promote collaborative, effective client-centered care in dynamic health care environments. Concepts related to change, communication, conflict, organizational effectiveness, decision making, and nursing informatics are discussed. Students have the opportunity to reflect on their leadership style and to

discuss issues and trends of professional relevance in a seminar format. Written and oral communication are summatively evaluated in this course.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N. student or instructor's consent.

- **NURS 460 Mental Health Nursing (4 credits)**

Course approval pending.

Prerequisite(s): NURS 309 Nursing Care During Illness AND
NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research AND
NURS 407 Family Health Nursing AND
NURS 408 Maternal Child Health Nursing

- **NURS 461 Nursing Care in Complex Situations (5 credits)**

Course approval pending.

Prerequisite(s): None

If a student qualifies NURS 407 may be taken for graduate credit as NURS 607.

Background Check

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

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

Registered Nurse to Bachelor of Science in Nursing (R.N.-B.S.N.) (formerly known as the B.S.N. Completion Program)

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This program is designed for RNs with an associate degree or a diploma in nursing who would like to earn their B.S.N. The B.S.N. builds on science, liberal arts and nursing course work.

Admission Requirements

The following requirements are necessary for admission to the R.N.-B.S.N. program in the Department of Nursing.

- Associate degree or diploma in registered nursing
- Current RN licensure
- Cumulative GPA of 2.50 (4.00 scale)

Prior to enrollment in the first nursing course, students must complete an official Degree Plan with a Department of Nursing undergraduate advisor.

Students who are graduates of diploma programs and non-accredited associate degree programs are required to validate their lower-division nursing through completion of the National League for Nursing's Comprehensive Nursing Achievement Test (NLN-CNAT). Information about this requirement may be obtained from the College of Nursing and Health Sciences. Upon successful completion of this requirement, students are awarded up to 30 semester credits in nursing.

Transfer Agreements

Metropolitan State University has articulation agreements with nursing programs from all Minnesota community colleges and the College of St. Catherine, enabling a seamless transfer of general education and nursing prerequisite credits from a two-year nursing program to Metropolitan State University's R.N.-B.S.N. program.

Program Requirements

- A minimum of 120 semester credits are required to graduate.
- A minimum of 40 semester credits must be at the upper-division level.
- 48 semester credits of general education/liberal studies goal areas are required, at least eight semester credits of which must be upper-division liberal studies.
- **Pre-major courses:**
Up to 16 of these semester credits must include the following courses, which must be completed prior to entering the major:
 - [STAT 201 Statistics I](#) or the equivalent
 - [WRIT 331 Writing in your Major](#)
 - [PHIL 301 Ethical Inquiry](#)
 - A course from the humanities and the fine arts general education goal (Goal VI)
- **Upper Division Courses in the major:**
31 upper-division semester credits are obtained through the nursing major. See the "Requirements" that follow.

Program Courses

Many courses in the nursing curriculum employ online teaching/learning strategies.

Requirements (32 total credits)

- [NURS 301 Theoretical Foundation for Nursing Practice](#) (4 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, Healing through Caring, consisting of multiple theoretical perspectives is introduced with emphasis on the application on

Modeling and Role-Modeling theory. The concepts of caring, healing, and transformational self care are emphasized in relationship to the metaparadigm of person, health, environment, and nursing. The specific interventions of therapeutic communication, relaxation, imagery, and therapeutic touch are practiced.

Prerequisite(s): None

- **NURS 325 Health Assessment (3 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.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N./M.S.N. student or instructor's consent.

- **NURS 335 Nursing Research (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.

Prerequisite(s): STAT 201 Statistics I and Admitted B.S.N./M.S.N. student or instructor's consent.

- **NURS 402 Ethical Dimensions for Nursing Practice (2 credits)***

This course focuses on the theory and skills that prepare nurses to be competent participants of a moral community. Content includes analysis and application of several conceptualizations of ethical behavior, examination of the roots of ethical behavior, clarification of values, ethical decision making, collaboration with others to determine ethical standards, and evaluation of an ethic of care in nursing practice. Students explore caring and justice within health care. Graduate students further examine the ethical dimensions related to advanced nursing roles. Note: This course may be taken for graduate credits as NURS 602.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N./M.S.N. student or instructor's consent.

- **NURS 407 Family Health Nursing (3 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. Note: This course may be taken for graduate credits as NURS 607.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N. student or instructor's consent.

- **NURS 410 Applied Pathophysiology** (4 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.

Prerequisite(s): None

- **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.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N. student or instructor's consent.

- **NURS 446 Introduction to Nursing Informatics** (2 credits)

This course provides an introduction to nursing informatics, with emphasis on how technology can be used as a tool to facilitate patient care. Students will explore the role of nurse as a knowledge worker, and develop information literacy skills to retrieve and synthesize evidence for nursing care. Concerns such as patient privacy and regulations impacting use of technology will be considered.

Prerequisite(s): None

- **NURS 456 Community Health Nursing** (3 credits)

This course focuses on the origins and trends in community and public health nursing, conceptual models for practice, and contemporary health problems and issues. Case studies of clients/aggregates in multicultural settings in the community are the basis for discussion of systems theory, public health nursing, and population-based practice. Unconditional acceptance of culturally, ethnically and socio-economically diverse clients enhances the development of students' nursing care. Students work

collaboratively in small groups to assess and diagnose the health needs of an actual community. Students must register concurrently for a practicum session.

Prerequisite(s): NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research for B.S.N. students or admitted RN-M.S.N. student.

Corequisite(s): NURS 456P Community Health Nursing Practicum

- **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.

Prerequisite(s): NURS 315 Theoretical Foundations of Nursing II AND
NURS 335 Nursing Research

Corequisite(s): NURS 456 Community Health Nursing

- **NURS 458 Leadership and Management in Nursing** (4 credits)

This course focuses on leadership and management theory and skills needed to prepare nurses to promote collaborative, effective client-centered care in dynamic health care environments. Concepts related to change, communication, conflict, organizational effectiveness, decision making, and nursing informatics are discussed. Students have the opportunity to reflect on their leadership style and to discuss issues and trends of professional relevance in a seminar format. Written and oral communication are summatively evaluated in this course.

Prerequisite(s): None

Other Information: Requirement: Admitted B.S.N. student or instructor's consent.

- **NURS 495 Nursing Capstone Seminar** (2 credits)

If a student qualifies, NURS 402 may be taken for graduate credit as NURS 602, and NURS 407 may be taken for graduate credit as NURS 607.

Practicum requirements for NURS 456P are, but not limited to, the following:

- Evidence of malpractice insurance
- Evidence of current immunization
- Background check

Background Check

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

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

Organizational Administration Major B.A.S.

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Metropolitan State University offers a Bachelor of Applied Science degree in organizational administration. 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 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 nontechnical fields. Graduating students are prepared for positions such as supervisor, department manager and agency director in business, 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.

Admission Requirements

- Completed an approved A.A.S. degree from an accredited institution
- GPA of 2.5 in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **Foundation courses**
- **Business core courses**
- **Elective Courses**

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.

Foundation Courses (22 credits)

- [MATH 115 College Algebra](#) (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- *ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

- *ECON 201 Macroeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *ECON 202 Microeconomics

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- *MIS 100 Fundamentals of Information Technology in Organizations

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

Business Core Courses (12 credits)

- **DSCI 434 Introduction to Operations Management

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

- FIN 390 Principles of Finance

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(s): ACCT 210 Financial Accounting AND
ECON 202 Microeconomics AND

MATH 115 College Algebra AND
STAT 201 Statistics I

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of MIS

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- MKTG 300 Marketing Principles

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:

Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

Choose one of the following:

- MGMT 499 Case Studies in Strategic Management or

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

- **MGMT 490 Challenges and Choices in Small Business /Entrepreneurship (4 credit)**

This course focuses on making educated decisions to effectively start and grow small businesses. When combined with recommended courses, this course offers a strong foundation for students considering starting a business or managing a small business. Practical current cases are used to challenge students in management issues related to effective decision making in marketing, finance, production and other areas of knowledge required to be a business owner.

Prerequisite(s): None

Elective Courses (8 upper-division credits from College of Management curriculum or equivalent)

* Free waiver examinations are available for "testing out" of these courses. Contact your advisor or the College of Management

Advising Center for information.

**Students awarded certificates in both the "Certified in Production and Inventory Management" (CPIM) and "Certified in Integrated Resource Management" (CIRM) have met the DSCI 434 course requirement. Students must submit official documentation to verify these certifications.

Organizational Communication Minor

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Note: This minor cannot be combined with the professional communication major.

Requirements (17 total credits)

1. Required Courses (13 credits)

- **COMM 103 Public Speaking*** or equivalent

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.

Prerequisite(s): None

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

- COMM 171 Desktop Computer Designing for Communication or equivalent

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.

Prerequisite(s): None

- COMM 351 Communication in Work Groups*

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.

Prerequisite(s): None

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

- COMM 352 Organizational Communication*

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.

Prerequisite(s): None

2. Electives (4 credits from the following)

- COMM 333 Intermediate Intercultural Communication

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.

Prerequisite(s): None

- COMM 350I Communication Internship

- COMM 361 Managerial Communication*

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- COMM 452 Advanced Organizational Communication

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

- MDST 484 Media in the Corporation

This course examines video, multimedia, satellite and limited broadcast system's impact within companies and educational organizations. Students are introduced to business/educational corporate-image videos, corporate television, point-of-sale multimedia, instructional video, multimedia presentations and site-to-site communication. Students are provided with the information and theories to implement use of video, television and multimedia within an organization. As more and more businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address distinctive audiences and provides career and management guidance for media writers and producers.

Prerequisite(s): None

- MDST 583 Online Education and Training

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

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

Philosophy Major B.A.

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The Practical Philosophy and Ethics Department offers a major in philosophy with both an individualized track, and more specialized tracks in social philosophy and philosophy and letters . The department also offers a practical ethics minor.

The multidisciplinary social philosophy track is a multidisciplinary program designed for students who have a deep interest in social and political issues and who wish to sharpen the analytical abilities they bring to bear on questions regarding justice and fairness. This set of courses provides students with the skills and intellectual foundations required for well-informed, reflective and effective participation in political and community life. This track also prepares students for graduate studies in philosophy, law, and, with supplements, political science and economics.

The philosophy and letters track is designed for students who desire broad historical preparation in the liberal arts with an emphasis on the philosophical analysis of ideas and concepts found primarily in the Western tradition. It is similar in design to traditional philosophy majors offered by most universities. The track also prepares students for graduate studies in philosophy, law and other graduate-level programs that focus on the ability to think carefully, and in an organized fashion, about ideas and concepts and their application.

Requirements (36 total credits)

The philosophy major consists of a 20-credit core and one of the 16-credit tracks.

1. Core Courses (20 credits)

Ethics

One course in ethics or distributive justice, such as:

- [PHIL 301 Ethical Inquiry](#)

What does it mean to be an ethical person? What thinking should guide a person's decisions about right and wrong? What is our "moral capacity" like? This course explores these questions and others like them, using a variety of 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 the effects of race, class and gender on concepts of ethics.

Prerequisite(s): None

- [PHIL 320 Business Ethics](#)

This course uses case studies to apply moral philosophy to dilemmas which arise in the world of business. Topics may include whistle-blowing, privacy, conflict of interest, profits and the public interest,

truth in advertising, affirmative action, sexual harassment, and the free market. Theories of economic justice are introduced as well.

Prerequisite(s): None

- [PHIL 321 Medical Ethics](#)

This course examines the moral challenges faced by citizens in their roles as health care practitioner, patient, and developer of their community's public health policies. Through a discussion of topics such as cloning, abortion, euthanasia and the distribution of medical resources, it presents students with cases that help develop both their understanding of citizenship and their ability to engage in complex moral reasoning. Readings are selected from classical and contemporary literatures in citizenship, ethical theory, and bioethics. The course is relevant to anyone interested in thinking about how diverse ideas about social justice get played out in different models of healthcare and different solutions to the ethical dilemmas all citizens must face.

Prerequisite(s): None

- [PHIL 325 Criminal Justice Ethics](#)

This course examines a range of moral dilemmas that law enforcement professionals are likely to face as they attempt to perform their duties. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts in a given situation, recognize the relevance of moral principles and concepts, and apply them to resolving these situations in a satisfactory manner.

Prerequisite(s): PHIL 301 Ethical Inquiry or equivalent with instructor's consent.

- [PHIL 326 Communication Ethics](#)

This course explores ethical issues that are likely to arise as communication professionals attempt to do their jobs. Some of the issues addressed are: What responsibility do communication professionals have in regard to telling the truth? What role do differences in power play both in what is said and what is heard? Do communication professionals have ethical responsibilities other than those to the organization for which they work? Does living in a democracy impose special obligations on communication professionals?

Prerequisite(s): None

- [PHIL 327 Ethics in an Information Age](#)

This course explores a range of moral questions raised by the introduction of new technologies in the production, distribution and use of information. The course is open to all, but is aimed at the information technology professional. Areas under consideration include journalism, information and computer science, the management of information, electronic communication and the Internet. Issues considered include privacy, freedom of speech, the proprietary status of information and its display, computer crime and abuse, justice in access to information, and so on. Students study moral theory, professional codes of ethics and case studies from a variety of professions.

Prerequisite(s): None

- [PHIL 352 Ethics Beyond Borders](#)

This course offers an introduction to the philosophical issues raised by international politics and economics. Presupposing no prior philosophical knowledge, it is addressed to students interested in both applied ethics and international relations. The course addresses three main components: the justifiability of international intervention (with force or via humanitarian intervention); the distribution of goods and services across the globe; and the justice of current environmental conditions.

Prerequisite(s): None

- [PHIL 354 Theories of Justice and Caring](#)

A prominent philosopher has suggested that the problem of justice is the problem of how to "order our loves". How do people treat fairly those persons and values they hold dear when what they require exceeds the sum total of what is there to give? The subject of justice concerns in part what goods are to go to whom and why. Goods include money, self-esteem, liberty, security, attention or concern. This course examines various theories of the relative importance of various goods and how such goods are to be distributed and on what basis. Do general principles play a role in this determination, or do concrete and particulate relationships with others hold sway?

Prerequisite(s): None

- [PHIL 355 Moral Theory](#)

This course introduces students to the historically influential moral theories of western philosophy, their practical applications and contemporary criticisms. Students read original works in moral theory from Plato, Aristotle, Epictetus, Augustine, Hume, Bentham, Kant, Mill, Nietzsche and Rawls, along with contemporary critics. The course is primarily suited for the student who majors or minors in philosophy, although others interested students are welcome.

Prerequisite(s): None

Logic of Inquiry

One course in epistemology or the philosophy of science, such as:

- [PHIL 303 Principles of Inquiry: Ways of Knowing](#)

This course is an investigation into the nature of inquiry itself. That is, it examines how investigations are conducted in the natural and social sciences, in mathematics and in the humanities. Questions about the nature of knowledge, theory and investigation are central to the course. Case studies from various fields supply some of the evidence. Students with concentrations in computer information systems, management information systems or philosophy find this course particularly beneficial.

Prerequisite(s): None

History of Philosophy

Two courses in the history of philosophy, such as:

- [PHIL 375 Ancient Greek Philosophy](#)

This course concentrates on the period of history from 585 to roughly 350 BCE, examining the work of the pre-Socratics, Plato and Aristotle, but may include some attention to others who come later than Aristotle and before the Christian era. As the eminent mathematician and philosopher, A. N. Whitehead observed, "The safest general characterization of the European philosophical tradition is that it consists of a series of footnotes to Plato." This course examines the virtues of the thought of this period as well as its deficiencies.

Prerequisite(s): None

- PHIL 376 Early Modern European Philosophy

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 was broken and replaced by a fundamentally new philosophy that was responsive to the new science and assisted in its defense. This course studies the Continental Rationalists (Descartes, Leibniz and Spinoza), the British Empiricists (Locke, Berkeley and Hume) and introduces the philosophy of Immanuel Kant. The course also retrieves the long-forgotten philosophical works of women of the period.

Prerequisite(s): None

- PHIL 378 Contemporary Analytic Philosophy

The term 'Analytic Philosophy' refers to the dominant strain of philosophy as it was practiced in English speaking countries in the twentieth century. Its origins, however, can be traced to German and European philosophers, including Gottlob Frege and the members of the Vienna Circle. Frege, Bertrand Russell and G. E. Moore are often credited among the founders. Ludwig Wittgenstein, J.L. Austin and W.V.O. Quine are among its more recent practitioners. Two features of this "school" are its development and analysis of formal logic, and its conviction that language is the key to the understanding and solution (or dissolution) of philosophical problems. This course studies various figures and developments in analytic philosophy.

Prerequisite(s): None

- PHIL 501 Greats: Major Figures and Works in the History of Thought

This course considers a single major philosopher or a major work in the history of thought, such as Plato, Aristotle, Kant, Marx, Wittgenstein, de Beauvoir, DuBois, Lao Tse; or *The Republic*, *The Nicomachean Ethics*, *The Philosophical Investigations*, *Discipline and Punish*, *The Wealth of Nations*, *Just Words*, or *The Politics of Reality*. Classes are run as seminars with an emphasis on student participation.

Prerequisite(s): None

- Medieval Philosophy (University of Minnesota)

Philosophy and Diversity

One course in the philosophically oriented study of diversity, such as:

- PHIL 306 Philosophy and Sexuality

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.

Prerequisite(s): None

- [PHIL 362 African and African-American Philosophy](#)

This course examines philosophical works produced in Africa and about Africa, as well as work by and about African Americans. Topics may include: the ethno philosophy of Africa; the philosophy of liberation movements in Africa, the Caribbean and the United States; and contemporary philosophy in the United States and Europe as written by persons of African descent. Questions raised could include: Is there an "African philosophy"? What should the goals of liberation be? In what sense is there a "Black identity"? Are racial solidarity and racism related? How has the experience of persons of African descent been recorded philosophically? What is the experience of African-American intellectuals like?

Prerequisite(s): None

- [PHIL 364 Women and Philosophy](#)

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women's movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women's lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

Prerequisite(s): None

- [PHIL 365 An Introduction to Gay, Lesbian, Bisexual and Transgender Studies](#)

This course concerns the senses of self-identity in gay, lesbian, transgender and bisexual communities, and the conceptual bases of their history, politics and literature. Discussions include the notion of personal identity and its historical development, the relationship of sexism and homophobia, ideas and realities of gay and lesbian communities, the liberation movements, and tensions in the formation of lesbian and gay politics.

Prerequisite(s): None

- [PHIL 366 Race and Racism: Philosophical Problems](#)

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial

oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

Prerequisite(s): None

2. In addition to the core, students must complete 16 credits in one of the following tracks:

Social Philosophy Track (16 credits)

1. Social Theory

One upper-division course in the history of social thought or in economic, political or social theory offered by the Social Science Department. This course is to be chosen in consultation with a Practical Philosophy and Ethics Department faculty advisor.

2. Global Perspectives

One upper-division course on international or global issues, chosen in consultation with a Practical Philosophy and Ethics Department faculty advisor.

3. National and Local Community

One upper-division course that bears on national or community issues, such as health and welfare, education, civil rights, community development or homelessness, chosen in consultation with a Practical Philosophy Ethics Department faculty advisor.

4. Theory into Action

One upper-division course on citizen involvement in lawmaking, or community planning and organizing, or a student-designed independent study involving the integration of theory and practice regarding social policy, chosen in consultation with a Practical Philosophy and Ethics Department faculty advisor.

Philosophy and Letters Track (16 credits)

1. Religious Studies

One upper-division course on the philosophy or history of religion, chosen in consultation with a Practical Philosophy and Ethics Department faculty advisor.

2. Interdisciplinary Humanities

At least one 300-level humanities course, chosen in consultation with a Practical Philosophy and Ethics Department faculty advisor.

3. Studies in Literature and History

Two upper-division courses offered in the departments of Literature and Language, History or Ethnic and Religious and Studies. These courses should be broad and should survey major periods, movements,

and figures. They are to be chosen in consultation with a faculty advisor in the Practical Philosophy and Ethics Department.

Individualized Track

Four courses, 300-level or above, chosen in consultation with a faculty advisor in the Practical Philosophy and Ethics Department.

Professional Communication Major B.A.

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There are three different tracks that lead to a major in professional communication. **The Media Studies track is no longer available.

Up to nine credits of any major track may be lower division. At least 17 credits must be completed at Metropolitan State University.

Students seeking admission to the professional communication major must have an overall 2.5 grade point average. The admission process requires the completion of an admissions essay describing the student's background and motivations for seeking this degree. Essays are reviewed three times a year, Jan. 30 May 30 and Sept. 30 , and are evaluated both for content and writing skill. Students are contacted within one month with their admission status. Contact the department chair to obtain the admissions essay.

After acceptance to the program, students must maintain a 3.0 GPA in their major course work. Students who do not receive a passing evaluation on the admissions essay may reapply after completing a plan submitted to the admissions committee addressing content or writing deficiencies identified. Suggestions for improving writing include taking a writing class or working with a tutor in the Writing Center. For further information, contact LisaAnn McMahon at 651-999-5941.

Students should complete prerequisites and initial courses (100-200) before intermediate courses (300) and intermediate courses before advanced courses (400-500). Electives can be taken alongside either intermediate or advanced courses. Note: In the lists of requirements, an asterisk (*) denotes a course or workshop that has a theory seminar option (see Creative Learning Strategies section of this Catalog) for those students with extensive life or work experience.

Interpersonal Communication Track

Interpersonal communication professionals focus on interpersonal, intercultural and presentational issues. The diverse occupations leading from this career track involve searching, organizing, synthesizing, presenting and analyzing information and audiences. Many employers rate oral communication as the most important career skill.

Total Credits for the major, not including prerequisites (36 credits)

1. Prerequisites

- [COMM 103 Public Speaking*](#) or equivalent

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.

Prerequisite(s): None

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

- [COMM 171 Desktop Computer Design for Communication](#) or equivalent

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.

Prerequisite(s): None

2. Required Courses (31-32 total credits)

Initial Courses

- [COMM 301 Connections: Introduction to Communication Studies](#)

This course is only for students who are majoring in professional communication. Students learn the careers, major disciplines, communication principles, work habits and the mindset required to obtain positions and succeed in the communication field. Students are also exposed to current topics and issues in communication practice.

Prerequisite(s): COMM 103 Public Speaking AND
COMM 171 Desktop Computer Designing for Communication or
instructor's permission and admission to the Professional
Communication program.

- [INFS 315 Searching for Information](#)

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

Intermediate Courses

- [COMM 331 Intermediate Interpersonal Communication](#)

This course focuses on the mindset and skills necessary to respond to others as whole persons. There is a special emphasis on helping and care giving, especially in the health care setting. Students also learn oral presentation techniques. This approach involves intensive practice and feedback. Overlap: COMM 231/231T Interpersonal Communication.

Prerequisite(s): None

- COMM 332 Negotiation and Mediation Skills

This course focuses on the theoretical and conceptual frameworks and techniques of negotiation and mediation including win/win and win/lose postures, planning and information gathering, proposals and counter-proposals, generating alternative solutions, communicating without adversity, taking mutual perspectives, ethics and power. It explores various dispute resolution methods and includes practice in areas such as family, business and lobbying.

Prerequisite(s): None

- COMM 333 Intermediate Intercultural Communication

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.

Prerequisite(s): None

- COMM 341 Family Communication*

This course examines communication in families. Topics include communication, family relationships, normal stages of family development, power, conflict and decision making, and stress and communication within the family. Special emphasis is placed on skill building. Evaluation includes analysis of family communication.

Prerequisite(s): None

- COMM 351 Communication in Work Groups*

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.

Prerequisite(s): None

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

Advanced Courses

- COMM 431 Advanced Interpersonal Communication or

In both personal and professional spheres, interpersonal communication is the primary means through which relationships are developed, maintained, repaired, and dissolved. Effective interpersonal communication is widely recognized as the cornerstone of successful friendships, marriages, and families. Due to the importance of interpersonal communication, scholars in positivist/post-positivist, constructivist, and critical approaches have proposed theories and conducted research. This course explores and evaluates these theories.

Prerequisite(s): COMM 341 Family Communication or a comparable course at another college.

- **COMM 433 Advanced Intercultural Communication**

Advanced Intercultural Communication helps students focus on theories of Intercultural Communication and their application. Theories introduced in earlier courses are reintroduced for deeper understanding and application. Students learn what makes a good theory and how we can assess theories' values. New theories are discussed to help students develop a repertoire of choices as they practice and critique intercultural communication in their lives and the world in which they live.

Prerequisite(s): WRIT 231 Writing II or instructor's consent.

- **COMM 482 Applied Communication Research Capstone**

This capstone seminar is for Professional Communication students only who have mastered the principles and techniques of communication at an advanced level. This course studies the ways research is carried out: its purpose and design, justification and links to preceding work; data identification, collection and analysis; basic statistical concepts; and the interpretation, application and implications of findings. Students study abstracted research reports and journal articles, reflect on their college education, complete diagnostic indicators, and do a final major project. Students should take this class after completing coursework in their Professional Communication major track.

Prerequisite(s): None

3. **Electives (4 credits from the following)**

- **COMM 320 Individual Rights and Public Discourse** or

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.

Prerequisite(s): None

Other Information: Note: Communication 320 is required for all public relations majors.

- **COMM 350 Communication Internship (1-4 credits vary)**

- **COMM 352 Organizational Communication***

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.

Prerequisite(s): None

- COMM 361 Managerial Communication*

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- COMM 499 Topics in Communication

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.

Prerequisite(s): None

- MDST 583 Online Education and Training

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

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

Organizational Communication Track

Organizational communication specialists understand how internal communication can be improved through building teams, training, coordinating efforts, analyzing information flow and resolving conflicts.

Total Credits for the major, not including prerequisites (36 credits)

1. **Prerequisites**

- COMM 103 Public Speaking* or equivalent

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.

Prerequisite(s): None

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

- COMM 171 Desktop Computer Designing for Communication or equivalent

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.

Prerequisite(s): None

2. Required Courses (28 total credits)

Initial Courses

- COMM 301 Connections: Introduction to Communication Studies

This course is only for students who are majoring in professional communication. Students learn the careers, major disciplines, communication principles, work habits and the mindset required to obtain positions and succeed in the communication field. Students are also exposed to current topics and issues in communication practice.

Prerequisite(s): COMM 103 Public Speaking AND
COMM 171 Desktop Computer Designing for Communication or
instructor's permission and admission to the Professional
Communication program.

- INFS 315 Searching for Information

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, what is Information, and Who Owns Information. It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

Intermediate Courses

- COMM 333 Intermediate Intercultural Communication or

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. Student's 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.

Prerequisite(s): None

- COMM 361 Managerial Communication*

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- COMM 351 Communication in Work Groups*

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.

Prerequisite(s): None

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

- COMM 352 Organizational Communication

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.

Prerequisite(s): None

Advanced Courses

- COMM 452 Advanced Organizational Communication

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

o MDST 484 Media in the Corporation

This course examines video, multimedia, satellite and limited broadcast system's impact within companies and educational organizations. Students are introduced to business/educational corporate-image videos, corporate television, point-of-sale multimedia, instructional video, multimedia presentations and site-to-site communication. Students are provided with the information and theories to implement use of video, television and multimedia within an organization. As more and more businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address distinctive audiences and provides career and management guidance for media writers and producers.

Prerequisite(s): None

o COMM 482 Applied Communication Research Capstone

This capstone seminar is for Professional Communication students only who have mastered the principles and techniques of communication at an advanced level. This course studies the ways research is carried out: its purpose and design, justification and links to preceding work; data identification, collection and analysis; basic statistical concepts; and the interpretation, application and implications of findings. Students study abstracted research reports and journal articles, reflect on their college education, complete diagnostic indicators, and do a final major project. Students should take this class after completing coursework in their Professional Communication major track.

Prerequisite(s): None

3. **Electives (8 credits from the following)**

o COMM 320 Individual Rights and Public Discourse

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.

Prerequisite(s): None

Other Information: Note: Communication 320 is required for all public relations majors.

- COMM 350I Communication Internship (1-4 credits vary)

- COMM 381 Public Relations Principles*

This course is for people in business, nonprofit and other organizations who establish relationships with 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.

Prerequisite(s): None

Other Information: Prerequisite: An advanced Writing course or equivalent, and Comm 301 Connections: Introduction to Communication Studies. Overlap: COMM 381T Public Relations Theory Seminar.

- COMM 499 Topics in Communication

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.

Prerequisite(s): None

- HSTD 393 Training Design and Instruction

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.

Prerequisite(s): None

- MDST 583 Online Education and Training

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

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

Public Relations Track

Public relations practitioners require outstanding communication skills and knowledge to accomplish responsibilities of planning and research, promotion, media relations, lobbying, special events, publications production and customer relations.

Total Credits for the major, not including prerequisites (36 credits)

1. Prerequisites

- COMM 103 Public Speaking* or equivalent

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.

Prerequisite(s): None

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

- COMM 171 Desktop Computer Design for Communication or equivalent

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.

Prerequisite(s): None

2. Required Courses (32 total credits)

Initial Courses

- COMM 301 Connections: Introduction to Communication Studies
(must be taken before Public Relations Principles)

This course is only for students who are majoring in professional communication. Students learn the careers, major disciplines, communication principles, work habits and the mindset required to obtain positions and succeed in the communication field. Students are also exposed to current topics and issues in communication practice.

Prerequisite(s): COMM 103 Public Speaking AND
COMM 171 Desktop Computer Designing for Communication or
instructor's permission and admission to the Professional
Communication program.

- INFS 315 Searching for Information

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

○ MDST 361 Visual Communication

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.

Prerequisite(s): None

Intermediate Courses

○ COMM 320 Individual Rights and Public Discourse

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.

Prerequisite(s): None

Other Information: Note: Communication 320 is required for all public relations majors.

○ COMM 380 Public Relations Writing

This course provides practical experience in public relations writing. Writing activities will include news releases, query letters, features and a variety of other public relations forms. The class will incorporate a workshop approach, with emphasis on weekly assignments that are critiqued and discussed in class. We will focus on producing clear, concise writing that is accurate, organized and targeted to specific audiences. Note: COMM 380 required for all public relations majors.

Prerequisite(s): None

Other Information: Note: COMM 380 required for all public relations majors.

○ COMM 381 Public Relations Principles*

This course is for people in business, nonprofit and other organizations who establish relationships with 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.

Prerequisite(s): None

Other Information:

Prerequisite: An advanced Writing course or equivalent, and Comm 301
Connections: Introduction to Communication Studies. Overlap: COMM
381T Public Relations Theory Seminar.

○ COMM 383 Employee Communication

This course introduces students to the many forms of employee communication created by public relations practitioners. Through the use of case studies students gain practical experience creating employee communications and come to appreciate its vital role in attaining the strategic goals of public relations programming.

Prerequisite(s): None

○ COMM 385 Media Relations

One strategic approach for public relations practitioners is to establish relationships with key stakeholders using mass communication media. Through course projects, students explore the building of working partnerships with the journalism community along with the range of media outlets available. Students also explore preparing members of their organizations to deal with the media.

Prerequisite(s): COMM 381 Public Relations Principles

Advanced Courses

○ COMM 481 Advanced Public Relations

Students in this course explore persuasion theory, techniques, ethics, history, legal issues, public opinion research, human relations and emerging issues. They explore research methods used in effective program planning and assessment. In addition, students gain hands-on experience by solving case problems and completing tactical projects.

Prerequisite(s): COMM 381 Public Relations Principles

○ COMM 482 Applied Communication Research Capstone

This capstone seminar is for Professional Communication students only who have mastered the principles and techniques of communication at an advanced level. This course studies the ways research is carried out: its purpose and design, justification and links to preceding work; data identification, collection and analysis; basic statistical concepts; and the interpretation, application and implications of findings. Students study abstracted research reports and journal articles, reflect on their college education, complete diagnostic indicators, and do a final major project. Students should take this class after completing coursework in their Professional Communication major track.

Prerequisite(s): None

3. Electives (4 credits from the following)

○ COMM 351 Communication in Work Groups*

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.

Prerequisite(s): None

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

○ COMM 352 Organizational Communication

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.

Prerequisite(s): None

○ COMM 361 Managerial Communication*

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

○ COMM 350 Communication Internship

○ COMM 499 Topics in Communication

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.

Prerequisite(s): None

Psychology Major B.A.

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It is expected that all students receiving a B.A. 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 urban society.

Requirements (40 total credits)

All students are expected to have at least 40 credits in psychology during the course of their B.A. 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.

1. Pre- or co-requisites (for all psychology majors)

○ [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.

Prerequisite(s): None

○ [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? Students are asked to think critically about the societal and individual effects inherent in the information covered in this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ [PSYC 250 Academic and Career Pathways in Psychology](#) (2 credits)

In addition to psychology major requirements, students must complete the university's general education and liberal studies requirements.

This course offers students an introduction to the study of psychology. It is designed to stimulate students to consider the role of psychology in their overall goal of becoming an "educated person." Career goals, graduate school options and the psychology major at Metropolitan State are reviewed. Note: Students should take this course during their first semester as a psychology student.

Prerequisite(s): None

Other Information: Note: Students should take this course during their first semester as a psychology student. Grading is Pass/No Credit only.

2. Required Courses

o PSYC 312 Research Methods

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 405 History and Systems of Psychology

(This is an integrative capstone course; students are encouraged to delay this course until near the completion of their degree plan.)

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.

Prerequisite(s): None

Other Information: Note: Students should plan to take this course near the end of their degree plan.

3. Core Content Areas -- Select one course from each of three of the four areas below.

Area I

o PSYC 336 Social Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 363 Community Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Area II

o PSYC 309 Cognitive Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 317 Human Factors

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 design, the human-computer interface, airplane crashes, and product liability. The course includes Psychology Laboratory assignments, laboratory experiment simulations, flight simulator field trips and exercises in human factors design. Experimental methodology underlies the content of this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 330 Psychology of Learning: Contemporary Theories and Applications

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

o PSYC 345 Biopsychology

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. Overlap: BIOL 345 Biopsychology.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: BIOL 345 Biopsychology.

Area III

○ PSYC 300 Abnormal Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 332 Psychology of Personality

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Area IV

○ PSYC 301 Adolescent Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 302 Adult Development and Lifelong Learning

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.

Prerequisite(s): None

○ PSYC 308 Child Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

○ PSYC 339 Working with Children in the Middle Years

This course is designed to provide students with a basic understanding of the social-learning approach and corresponding set of techniques for teaching and modifying individual behavior in group settings where the opportunity for individual attention is limited. Particular emphasis is placed on the importance of individual differences among children, including ethnic and gender differences. It is designed for individuals who have an interest in and/or responsibility for working with children, ages two-12, in group settings such as school-age child care and schools.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

○ PSYC 355 Theoretical Foundations of Child Development

4. **Psychology Electives (10 credits minimum)**

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

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.

Prerequisite(s): None

○ HSER 344 Counseling Theories and Techniques

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(s): PSYC 100 General Psychology or instructor's consent.

○ HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including battering, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

o MGMT 320 Organizational Behavior

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.

Prerequisite(s): MGMT 310 Management Principles and Practices

o MKTG 310 Consumer and Professional Buyer Behavior

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, and objectives of industrial and commercial buyers.

Prerequisite(s): MKTG 300 Marketing Principles

o SOC 305 Race and Ethnicity: Sociological Perspectives

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.

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

o SOC 306 Deviance and Social Control

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.

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

o ANTH 309 New Neighbors: The U.S. Hmong Community

This course explores the history, culture and social situation of one of the United States' newest immigrant/refugee groups. Emphasis is placed on their efforts to create a new way of life while maintaining important cultural traditions. This course is appropriate for all students, especially those interested in human services, human relations, community development and education.

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

5. Application of Knowledge (3 credits minimum)

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.

Political Science Minor

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A minor in either anthropology, political science or sociology is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and public administration. Such a minor is also an excellent complement for liberal arts students who are majoring in history, women's studies, professional communication, economics, ethnic studies, education or philosophy.

Requirements (19-20 total credits)

Social science 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.

Transfer courses may be applicable to minor requirements. The university's degree audit (DARS) 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.

1. **Introductory (3-4 credits)**

- [POL 301 Citizenship in a Global Context](#)

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.

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

2. **Survey (4 credits, select one)**

- [POL 301 Citizenship in a Global Context](#) **OR**

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.

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

- [POL 321 World Politics](#)

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.

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

3. Upper-division Electives in Political Science (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 301 Politics, Markets and Society

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.

Prerequisite(s): None

- SSCI 311 Research Methods in Social Science and

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. Classroom learning is enhanced by experiential activities.

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

- SSCI 501 Great Ideas: Classics of Social Science

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

Practical Ethics Minor

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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.

Requirements (20 total credits)

1. Introductory Ethics

One course in ethics such as:

- [PHIL 301 Ethical Inquiry](#)

What does it mean to be an ethical person? What thinking should guide a person's decisions about right and wrong? What is our "moral capacity" like? This course explores these questions and others like them, using a variety of 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 the effects of race, class and gender on concepts of ethics.

Prerequisite(s): None

- [PHIL 352 Ethics Beyond Borders](#)

This course offers an introduction to the philosophical issues raised by international politics and economics. Presupposing no prior philosophical knowledge, it is addressed to students interested in both applied ethics and international relations. The course addresses three main components: the justifiability of international intervention (with force or via humanitarian intervention); the distribution of goods and services across the globe; and the justice of current environmental conditions.

Prerequisite(s): None

- [PHIL 354 Theories of Justice and Caring](#)

A prominent philosopher has suggested that the problem of justice is the problem of how to "order our loves". How do people treat fairly those persons and values they hold dear when what they require exceeds the sum total of what is there to give? The subject of justice concerns in part what goods are to go to whom and why. Goods include money, self-esteem, liberty, security, attention or concern. This course examines various theories of the relative importance of various goods and how such goods are to be distributed and on what basis. Do general principles play a role in this determination, or do concrete and particulate relationships with others hold sway?

Prerequisite(s): None

- [PHIL 355 Moral Theory](#)

This course introduces students to the historically influential moral theories of western philosophy, their practical applications and contemporary criticisms. Students read original works in moral theory from Plato, Aristotle, Epictetus, Augustine, Hume, Bentham, Kant, Mill, Nietzsche and Rawls, along with contemporary critics. The course is primarily suited for the student who majors or minors in philosophy, although others interested students are welcome.

Prerequisite(s): None

- 2. **Philosophical Perspectives on Diversity**

One course from among the following:

- [PHIL 306 Philosophy and Sexuality](#)

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.

Prerequisite(s): None

- [PHIL 362 African and African-American Philosophy](#)

This course examines philosophical works produced in Africa and about Africa, as well as work by and about African Americans. Topics may include: the ethno philosophy of Africa; the philosophy of liberation movements in Africa, the Caribbean and the United States; and contemporary philosophy in the United States and Europe as written by persons of African descent. Questions raised could include: Is there an "African philosophy"? What should the goals of liberation be? In what sense is there a "Black identity"? Are racial solidarity and racism related? How has the experience of persons of African descent been recorded philosophically? What is the experience of African-American intellectuals like?

Prerequisite(s): None

- [PHIL 364 Women and Philosophy](#)

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women's movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women's lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

Prerequisite(s): None

- PHIL 365 An Introduction to Gay, Lesbian, Bisexual and Transgender Studies

This course concerns the senses of self-identity in gay, lesbian, transgender and bisexual communities, and the conceptual bases of their history, politics and literature. Discussions include the notion of personal identity and its historical development, the relationship of sexism and homophobia, ideas and realities of gay and lesbian communities, the liberation movements, and tensions in the formation of lesbian and gay politics.

Prerequisite(s): None

- PHIL 366 Race and Racism: Philosophical Problems

What exactly is a race? How has the race idea come together across history? Has race been understood differently for different groups? What is the relation between the idea of race, racial prejudice and racial oppression? What exactly is racism? What is the precise nature of the harm of racism? This course examines various ideas of race from classical antiquity through early twentieth century biology and anthropology as well as contemporary reflections on this history.

Prerequisite(s): None

3. Professional Ethics

Two courses from the following:

- PHIL 320 Business Ethics

This course uses case studies to apply moral philosophy to dilemmas which arise in the world of business. Topics may include whistle-blowing, privacy, conflict of interest, profits and the public interest, truth in advertising, affirmative action, sexual harassment, and the free market. Theories of economic justice are introduced as well.

Prerequisite(s): None

- PHIL 321 Medical Ethics

This course examines the moral challenges faced by citizens in their roles as health care practitioner, patient, and developer of their community's public health policies. Through a discussion of topics such as cloning, abortion, euthanasia and the distribution of medical resources, it presents students with cases that help develop both their understanding of citizenship and their ability to engage in complex moral reasoning. Readings are selected from classical and contemporary literatures in citizenship, ethical theory, and bioethics. The course is relevant to anyone interested in thinking about how diverse ideas about social justice get played out in different models of healthcare and different solutions to the ethical dilemmas all citizens must face.

Prerequisite(s): None

- PHIL 325 Criminal Justice Ethics

This course examines a range of moral dilemmas that law enforcement professionals are likely to face as they attempt to perform their duties. Using both moral theory and detailed case examples, students learn to apply moral principles and concepts in a given situation, recognize the relevance of moral principles and concepts, and apply them to resolving these situations in a satisfactory manner.

Prerequisite(s): PHIL 301 Ethical Inquiry or equivalent with instructor's consent.

- **PHIL 326 Communication Ethics**

This course explores ethical issues that are likely to arise as communication professionals attempt to do their jobs. Some of the issues addressed are: What responsibility do communication professionals have in regard to telling the truth? What role do differences in power play both in what is said and what is heard? Do communication professionals have ethical responsibilities other than those to the organization for which they work? Does living in a democracy impose special obligations on communication professionals?

Prerequisite(s): None

- **PHIL 327 Ethics in an Information Age**

This course explores a range of moral questions raised by the introduction of new technologies in the production, distribution and use of information. The course is open to all, but is aimed at the information technology professional. Areas under consideration include journalism, information and computer science, the management of information, electronic communication and the Internet. Issues considered include privacy, freedom of speech, the proprietary status of information and its display, computer crime and abuse, justice in access to information, and so on. Students study moral theory, professional codes of ethics and case studies from a variety of professions.

Prerequisite(s): None

4. Electives in Ethics

One additional course, chosen in consultation with a faculty advisor in the Practical Philosophy and Ethics Department.

Project Management Minor

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Project management provides an organization with tools and techniques to plan and implement projects successfully while, at the same time, making more efficient use of its resources. Project management is one of the fastest growing career fields in business. Project success requires a systematic integration of technical, human and financial resources as well as the knowledge of legal rights and limitations. The purpose of the project management minor is to provide students with the necessary skills to become an effective project team member and project manager.

1. Requirements (20 credits)

- [DSCI 420 Project Management](#)

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(s): MGMT 310 Management Principles and Practices

- [DSCI 421 Project Planning and Budgeting](#)

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(s): ACCT 210 Financial Accounting AND
MATH 115 College Algebra AND
MIS 310 Principles of Management Information Systems AND
STAT 201 Statistics I or equivalent, and basic knowledge of Microsoft Excel.

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

- [DSCI 431 Managerial Problem-solving and Decision-making Methods](#)

This course introduces a variety of systematic behavioral and analytical approaches to problem formulation, problem solving, decision making and implementation issues. The primary focus is on conceptual and practical frameworks of successful managerial problem solving and decision making. Individual and team problem solving and decision making issues will also be addressed. Special emphasis will be placed on real-life applications of problem-solving and decision-making methods using appropriate software programs.

Prerequisite(s): MGMT 310 Management Principles and Practices

- BLAW 310 Business Law: UCC and Contracts

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.

Prerequisite(s): None

- MKTG 456 Professional Negotiations **OR**

This course helps students understand the role of negotiations in purchasing goods and services to support manufacturing operations and service. Topics include: establishing negotiation objectives, analyzing and using various negotiating strategies and tactics, negotiating legally and ethically, and evaluating the effectiveness of negotiating policies, procedures and human resources.

Prerequisite(s): None

- COMM 332 Negotiation

This course focuses on the theoretical and conceptual frameworks and techniques of negotiation and mediation including win/win and win/lose postures, planning and information gathering, proposals and counter-proposals, generating alternative solutions, communicating without adversity, taking mutual perspectives, ethics and power. It explores various dispute resolution methods and includes practice in areas such as family, business and lobbying.

Prerequisite(s): None

Decision Sciences

Decision sciences courses are focused on developing decision-making, problem-solving and analytical skills essential for being a successful leader in business, industry or government. These skills are applied across all functions of business. In particular, the courses offered cover broad areas of operations management, project management, statistical and data analysis, and management science. They are designed to facilitate application of tools to address the quantitative and management aspects of business problems. All courses have a practical orientation to accompany the theoretical aspects of the subject matter and emphasize the use of technology to manage and solve organizational problems. Decision sciences programs include a B.A.S. degree in industrial management and a minor in project management.

Psychology Minor

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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.

1. Required Courses (8 credits)

- [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

One of the following:

- [STAT 201 Statistics I*](#) **OR**

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- [PSYC 307 Data Analysis](#) **OR**

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.

Prerequisite(s): None

Other Information: *Prerequisite:* Completion of math general education requirements.

- [PSYC 312 Research Methods](#) **OR**

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 317 Human Factors

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 design, the human-computer interface, airplane crashes, and product liability. The course includes Psychology Laboratory assignments, laboratory experiment simulations, flight simulator field trips and exercises in human factors design. Experimental methodology underlies the content of this course.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

2. **Guided Electives (Select 8 credits from two or more categories below)**

- Developmental Psychology** (see below**) **OR**

- PSYC 300 Abnormal Psychology **OR**

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 332 Psychology of Personality **OR**

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 336 Social Psychology **or**

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 363 Community Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Additional Electives

- Students are to select 4 or more credits to reach all credit requirements noted above.
- * 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](#), and PSYC 355.

Psychology Minor for Law Enforcement Major

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Psychology Minors

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 (20 credits):

1. Required Courses (8 credits)

o [PSYC 100 General Psychology](#)

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.

Prerequisite(s): None

o [STAT 201 Statistics I](#) or

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

o [PSYC 307 Data/Statistical Analysis for the Behavioral Sciences](#)

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of math general education requirements.

o [PSYC 333 Psychology of Victims](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 333T Victimization Theory Seminar.

2. Guided Electives (8 credits)

- A developmental psychology course
- [PSYC 300 Abnormal Psychology](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 336 Social Psychology](#) or

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- [PSYC 363 Community Psychology](#)

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

3. Other Electives (4 credits or more)

Students are to select at least one additional elective learning opportunity in psychology.

Send comments, questions, etc., to Gary.Starr@metrostate.edu

Religious Studies Minor

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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.

Requirements (19-21 total credits)

1. RELS 301 Introduction to Religious Studies

This required course may be waived with faculty approval given comparable previous study.

This course examines various interpretations and comparative understanding of the definition of religion from perspectives of sociologist, anthropologist, psychologist and theologians. The course also explores theoretical concepts and approaches to major categories and themes in the study of religion. The main purpose of the course is to introduce students to key concepts and categories in the field of religious studies and how they influence their understanding of religious belief and experience.

Prerequisite(s): None

2. Elective courses (16 credits)

Students may choose any four courses in Religious Studies. If students wish, they may substitute one course from related courses in the College of Arts and Sciences for one of the Religious Studies elective courses. Religious Studies Worksheets are available from the College of Arts and Sciences for approved related courses.

Research and Information Studies Minor

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The study of information touches on many current issues, first amendment rights, privacy, censorship, ethical issues in communication, the evaluation of arguments, the publishing industry and the joy of

intellectual curiosity. This is a useful minor for students interested in continuing their post-B.A. studies in the fields of library science, law, writing and professional communication.

Requirements (20 total credits)

1. Required Courses (16 credits)

- INFS 315 Searching for Information

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

- INFS 316 Evaluating Information

This course is about understanding how information is produced and distributed. We will explore the topic by examining cultural authority, information-seeking behavior, and audience within this context. Characteristics of valid information are considered, with a focus on the accuracy, credibility, authenticity, and availability of a work. This course will cover verification skills, citation analysis, plagiarism, and intellectual property.

Prerequisite(s): None

- INFS 338 The Craft and Commerce of Book and Publishing

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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 251 Introduction to Creative Writing OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing

- INFS 518 Information Issues

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

Prerequisite(s): None

2. Choose one of the following electives (4 credits)

- [INFS 335 Best Books for Young Adults Internship](#)

Group Internship. Contact Metropolitan State internship office.

Prerequisite(s): None

- INFS Field Experience in Library Services or a Museum
- [MDST 580 Issues in Communication Technology](#)

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

Prerequisite(s): None

- [ARTS 302 Exhibition Practices: Group Internship](#)

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.

Prerequisite(s): None

Sales Management Major B.A.S.

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The sales management major is designed to acquaint students with the major activities involved with this key management function. The sales management program will focus on developing an understanding of an organization's sales activities in order to contribute to its profitability. Courses will look at sales activities in an array of settings including industrial, retailing and information technology organizations.

Admission Requirements

- Must have completed an approved A.A.S. degree as stipulated in the articulation agreement
- GPA of 2.5 or higher in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **Foundation courses**
- **Business core courses**
- **Required Courses**

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.

COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#) (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- 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.

Prerequisite(s): 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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

Business Core Courses

- **MKTG 300 Marketing Principles**

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:

Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- **MGMT 310 Management Principles and Practices**

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.

Prerequisite(s): None

- **MIS 310 Principles of Management Information Systems**

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

Choose one of the following:

- MGMT 490 Challenges and Choices in Small Business /Entrepreneurship **OR**

This course focuses on making educated decisions to effectively start and grow small businesses. When combined with recommended courses, this course offers a strong foundation for students considering starting a business or managing a small business. Practical current cases are used to challenge students in management issues related to effective decision making in marketing, finance, production and other areas of knowledge required to be a business owner.

Prerequisite(s): None

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

Required Courses

- MKTG 310 Consumer and Professional Buyer Behavior

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, and objectives of industrial and commercial buyers.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 350I Internship

- MKTG 435 Sales and Sales Management

This course examines the principles and practices of successful sales management, applied within the context of a company's overall marketing strategy and focuses on the sales manager's leadership and administrative roles in planning and executing a business' sales programs. Topics include sales force organization, territory decisions, quota development, ethical and social responsibilities, recruiting, selecting, sales training, motivating, compensating, supervising, evaluating, and controlling a sales force.

Prerequisite(s): MKTG 300 Marketing Principles or equivalent with instructor's consent.

- MKTG 456 Professional Negotiations

This course helps students understand the role of negotiations in purchasing goods and services to support manufacturing operations and service. Topics include: establishing negotiation objectives, analyzing and using various negotiating strategies and tactics, negotiating legally and ethically, and evaluating the effectiveness of negotiating policies, procedures and human resources.

Prerequisite(s): None

Screenwriting Major B.A.

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Film is an international language, a celebrated art form and a multibillion-dollar industry. To make the most of this dynamic fusion of art and commerce requires sophisticated and specialized preparation. The screenwriting program provides a creative and practical foundation for a career in writing for film and television, as well as preparation for graduate level study. The program offers the high-end skills that help students shape their own futures.

Screenwriting techniques and principles are explored and practiced through a core curriculum of writing. This curriculum provides the opportunity to develop an original voice, to reflect and grow as an individual creative screenwriter, and to apply this combination of skill and knowledge to the marketplace. It examines screenwriting and filmmaking from both historical and critical perspectives.

1. Requirements (35-36 total credits)

- [SCRW 313 Beginning Screenwriting](#)

The process of writing narrative screenplays will be introduced through writing exercises, screenplay readings and analysis, film viewings and discussion. Some of the writing exercises will explore creativity and individual voice. Other exercises will develop practical skills such as writing high context dialog and vivid action. Writing in the 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.

Prerequisite(s): None

- [SCRW 314 Intermediate Screenwriting](#)

How does the written word translate into narrative film? What does it mean to think cinematically? What is original voice? What does the process of rewriting entail? What is a production ready screenplay? These topics and others are explored through writing and rewriting several short screenplays. A sense of authorship is explored and developed. The elements of dramatic structure are introduced and practiced.

Prerequisite(s): SCRW 313 Beginning Screenwriting

- [SCRW 415 Advanced Screenwriting](#)

Building on knowledge and experience gained from Beginning and Intermediate Screenwriting, this course focuses on writing long form narrative screenplays. Essential components of screenwriting such as structure, dialog, character development, action, conflict and cinematic potential will be examined and integrated. Reading and screenplay analysis will sharpen advanced critical skills. Career planning and graduate school planning is also included. Note: This course may be taken twice for credit.

Prerequisite(s): None

Other Information: Note: This course may be taken twice for credit.

- MDST 370 Contemporary Cinema

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.

Prerequisite(s): None

- MDST 371 American Film: Traditions and Trends

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.

Prerequisite(s): None

- THEA 400 Playwriting or

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.

Prerequisite(s): None

- THEA 345 Acting III or

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).

Prerequisite(s): None

Other Information: Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

- THEA 387 Theater History II

This course is for students interested in the exciting world of theater as well as incoming theater minors and majors. In this class, students learn about the elements of theater, 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. Students should plan to cover the cost of attendance at three live theater productions.

Prerequisite(s): None

- WRIT 353 Writing Short Fiction or

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or instructor's consent.

- WRIT 251 Introduction to Creative Writing

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- MDST 560 Writing for Television or

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 news writing. Familiarity with script software and full attendance required.

Prerequisite(s): None

- SCRW 410 Digital Film Production

Through a hands on, learn by doing experience, students will select and rewrite a short screenplay, plan a production, audition actors, work as crew filming on location, and direct a short narrative digital film as a group project under the mentoring supervision of the instructor. Each student will edit their own individual version of the project and finish on DVD. This course offers a complete package overview of writing and making low budget, short narrative digital films. This course may be taken twice for credit.

Prerequisite(s): None

Other Information: Note: This course may be taken twice for credit.

- SCRW 416 Senior Project in Screenwriting or Internship

In this final course in the screenwriting sequence, students complete a screenplay that is ready for the marketplace and production. Emphasis is on working independently and refining creative skills. Specific professional endeavors such as writing query letters, seeking representation, applying for fellowships, entering contests and other industry connections and opportunities will be covered. This course may be taken twice for credit.

Prerequisite(s): SCRW 415 Advanced Screenwriting

2. **Recommended Electives**

Any courses in media studies, theater, writing, or experimental intermedia arts.

A minor in theater or creative writing or experimental intermedia arts is highly recommended.

Social Science Major B.A.

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As a social science major, students may choose from three program tracks--generalist, global studies and disciplinary--each of which prepares students for a variety of careers in an increasingly diverse world.

The generalist track provides a solid foundation for graduate work in anthropology, political science or sociology and gives students strong academic preparation for careers in public agencies, nonprofit organizations and the business world. This program is also appropriate preparation for professional study in fields such as law, public affairs and international relations.

A growing number of students are seeking an education that prepares them for careers in the global economy. The global studies track is designed to meet this need. This academic background offers students the theoretical and practical training needed for careers with government agencies, transnational businesses and nonprofit organizations. It also provides appropriate training for professional study in fields such as law, public affairs and international relations.

The disciplinary track enables students to focus on either anthropology, political science or sociology, and it provides strong academic preparation for careers in public agencies, nonprofit organizations and the business world. This program is also appropriate preparation for graduate study in anthropology, political science or sociology. In consultation with the social science faculty, students may tailor a program within one of these disciplines to fit their particular academic needs.

The learning outcomes for a social science major ensure that students have the knowledge, skills and abilities for employment and citizenship in the 21st century:

- 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.

Requirements (36 total credits)

At least half of the credits required for the minor must be completed at Metropolitan State University.

Student should select lower division electives and upper division electives in consultation with an advisor.

Transfer courses may be applicable to minor requirements. The university's degree audit (DARS) 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.

Students may not apply transfer credits in criminology to the major.

Generalist Track

1. 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.

2. Survey Courses (12 credits, select one course from each of the three discipline)

- **ANTH 301 Approaches to Cultural Anthropology OR**

This course introduces students to anthropology as a means of studying human behavior and reflecting on the cultural influences which help shape each person. Beginning with an overview of anthropological perspectives, principles and methods, students study aspects of several world cultures and subcultures, including those in the United States. The role of anthropology in addressing contemporary cultural issues which affect all humans is emphasized.

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

- **ANTH 302 Gender and Culture**

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

- **POL 301 Citizenship in a Global Context OR**

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.

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

- **POL 321 World Politics**

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.

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

- **SOC 301 Contemporary Sociology OR**

This course introduces core sociological ideas from a cross-cultural perspective. Students explore how they are embedded in social circles that range from local to global. The thematic focus is on diversity-- how and why culture, race and ethnicity, nationality, 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 case studies. This course emphasizes critical thinking and writing.

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

- **SOC 302 Interpersonal and Social Power: A View from Below**

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.

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

3. Core Courses (15-16 credits)

- SSCI 359I Internship: Civic Engagement, The Social Sciences and Public Life (3-4 credits)
- **SSCI 311 Research Methods in Social Science**

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 courses examines two approaches to social science research, quantitative and qualitative, and the unique contribution of each approach for understanding social life. Classroom learning is enhanced by experiential activities.

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

- **SSCI 501 Great Ideas: Classics of Social Science**

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

- **SSCI 451 Social Science Capstone: Thesis Seminar OR**

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(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent, or have instructor's permission.

- **SSCI 452 Social Science Capstone: Integrative Seminar**

NOTE: Sequencing: SSCI 311, SSCI 501, SSCI 451, SSCI 452 must be taken in three separate semesters in the order listed above.

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

4. **Upper-division Electives (To reach 36 credits)**

- Students may select 300-level courses in anthropology, geography, political science, social science, and sociology.

Global Studies Track

1. **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.

2. **Lower-division Required Courses (6 credits)**

- **SSCI 100 Introduction to Social Science**

How do social scientists know what they claim to know? This course provides a general introduction to the methods and perspectives used by social scientists to understand the human experience. Students explore the key concepts of the social sciences and examine controversial issues that are shared by these disciplines. Films, novels, classroom exercises and topical readings are used to apply an

interdisciplinary framework to the study of social life. Multicultural and global perspectives are integrated into the course.

Prerequisite(s): None

- **GEOG 201 Physical and Human Geography**

This course introduces students to the methods, themes, theories and techniques used by geographers to understand where things are and why they happen in particular locations. Students examine the relationship between humans and their environment and how humans organize their actions in space. Geographers use this focus to answer contemporary questions of political, economic, social and environmental concern. This course is designed to help students think critically about the role human and physical geographies play in shaping individuals' experiences and understanding of the world.

Prerequisite(s): None

3. Survey Courses (8 credits, select two courses from two different disciplines)

- **ANTH 302 Gender and Culture OR**

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

- **ANTH 325 Women, Development and Social Change**

This topics course examines women's economic, social and political experiences from a variety of national and cultural contexts. Specific offerings are organized around such topics as women in the international economy, changing cultural roles, and women's movements for political and social change.

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

Other Information: Overlap: WMNS 325 Women, Development and Social Change

- **POL 301 Citizenship in a Global Context OR**

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.

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

- **POL 321 World Politics**

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.

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

- **SOC 303 Ethnic Conflict in Global Perspective** OR

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.

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

- **SOC 304 Social Movements in Global Perspective**

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.

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

4. Core Courses (15-16 credits credits)

- **SSCI 359I Internship: Civic Engagement, The Social Sciences and Public Life** (3-4 credits)

- **SSCI 311 Research Methods in Social Science**

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 courses examines two approaches to social science research, quantitative and qualitative, and the unique contribution of each approach for understanding social life. Classroom learning is enhanced by experiential activities.

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

- **SSCI 501 Great Ideas: Classics of Social Science**

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

- **SSCI 451 Social Science Capstone: Thesis Seminar OR**

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(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent, or have instructor's permission.

- **SSCI 452 Social Science Capstone: Integrative Seminar**

NOTE: Sequencing: SSCI 311, SSCI 501, SSCI 451, SSCI 452 must be taken in three separate semesters in the order listed above.

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

5. **Upper-division Electives (to reach 36 credits)**

- Students may select courses from the following list: ANTH 301, ANTH 302, ANTH 320, ANTH 321, ANTH 325, GEOG 323/POL 323, POL 301, POL 321, POL 303/SOC 303, POL 304/SOC 304, SSCI 301, and SSCI 396T.

Disciplinary Track--Anthropology

1. **Lower-division Electives in Anthropology (up to 9 credits)**

- Students may also take SSCI 100 Introduction to Social Science

2. **Survey Course (4 credits, select one course)**

- **ANTH 301 Approaches to Cultural Anthropology OR**

This course introduces students to anthropology as a means of studying human behavior and reflecting on the cultural influences which help shape each person. Beginning with an overview of anthropological perspectives, principles and methods, students study aspects of several world cultures and subcultures,

including those in the United States. The role of anthropology in addressing contemporary cultural issues which affect all humans is emphasized.

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

- **ANTH 302 Gender and Culture**

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

3. **Core Courses (15-16 credits)**

- SSCI 359I Internship: Civic Engagement, The Social Sciences and Public Life (3-4 credits)
- **SSCI 311 Research Methods in Social Science**

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. Classroom learning is enhanced by experiential activities.

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

- **SSCI 501 Great Ideas: Classics of Social Science**

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

- **SSCI 451 Social Science Capstone: Thesis Seminar OR**

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(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent, or have instructor's permission.

- SSCI 452 Social Science Capstone: Integrative Seminar

NOTE: Sequencing: SSCI 311, SSCI 501, SSCI 451, SSCI 452 must be taken in three separate semesters in the order listed above.

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

4. **Upper-division Electives in Anthropology (to reach 36 credits)**
 - Select 300-level courses in anthropology

Disciplinary Track--Political Science

1. **Lower-division Electives in Political Science (up to 9 credits)**
 - Students may also take SSCI 100 Introduction to Social Science
2. **Survey Course (4 credits, select one course)**
 - POL 301 Citizenship in a Global Context OR

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.

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

- POL 321 World Politics

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.

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

3. **Core Courses (15-16 credits)**
 - SSCI 359I Internship: Civic Engagement, The Social Sciences and Public Life (3-4 credits)

- SSCI 311 Research Methods in Social Science

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. Classroom learning is enhanced by experiential activities.

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

- SSCI 501 Great Ideas: Classics of Social Science

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

- SSCI 451 Social Science Capstone: Thesis Seminar **OR**

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(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent, or have instructor's permission.

- SSCI 452 Social Science Capstone: Integrative Seminar

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

NOTE: Sequencing: SSCI 311, SSCI 501, SSCI 451, SSCI 452 must be taken in three separate semesters in the order listed above.

4. **Upper-division Electives in Political Science (to reach 36 credits)**

- Select 300-level courses in political science
- Students may also take SSCI 301 Politics, Markets and Society

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.

Prerequisite(s): None

Disciplinary Track--Sociology

1. **Lower-division Electives in Sociology (up to 9 credits)**

- Students may also take SSCI 100 Introduction to Social Science

How do social scientists know what they claim to know? This course provides a general introduction to the methods and perspectives used by social scientists to understand the human experience. Students explore the key concepts of the social sciences and examine controversial issues that are shared by these disciplines. Films, novels, classroom exercises and topical readings are used to apply an interdisciplinary framework to the study of social life. Multicultural and global perspectives are integrated into the course.

Prerequisite(s): None

2. **Survey Course (4 credits, select one course)**

- SOC 301 Contemporary Sociology **OR**

This course introduces core sociological ideas from a cross-cultural perspective. Students explore how they are embedded in social circles that range from local to global. The thematic focus is on diversity--how and why culture, race and ethnicity, nationality, 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 case studies. This course emphasizes critical thinking and writing.

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

- SOC 302 Interpersonal and Social Power: A View from Below

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.

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

3. **Core Courses (15-16 credits)**

- SSCI 359I Internship: Civic Engagement, The Social Sciences and Public Life (3-4 credits)
- SSCI 311 Research Methods in Social Science

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. Classroom learning is enhanced by experiential activities.

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

- SSCI 501 Great Ideas: Classics of Social Science

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, W.E.B DuBois, and Jane Addams. 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(s): SSCI 311 Research Methods in Social Science AND
WRIT 231 Writing II or equivalent, and senior status, or have instructor's permission.

- SSCI 451 Social Science Capstone: Thesis Seminar **OR**

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s): SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

- SSCI 452 Social Science Capstone: Integrative Seminar

How do social scientists know what they claim to know? Through guided readings, research and discussion, seminar participants examine some perennial debates within the social sciences. In

this course, students develop an interdisciplinary framework that will inform their professional and civic lives.

Prerequisite(s):

SSCI 311 Research Methods in Social Science AND
SSCI 501 Great Ideas: Classics of Social Science AND
WRIT 231 Writing II or equivalent or have instructor's permission.

NOTE: Sequencing: SSCI 311, SSCI 501, SSCI 451, SSCI 452 must be taken in three separate semesters in the order listed above.

4. **Upper-division Electives in Sociology (to reach 36 credits)**

- Select 300-level courses in sociology

Social Studies Teaching Major B.S. (Social Studies Licensure Grades 5-12)

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Requirements (43-45 total credits) The B.S. 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 life long learning.

Major Requirements

Foundation Courses (21-22 credits)

Students are required to complete at least 12 credits in the foundation area (including two history and two non-history courses) for admission to the Urban Teacher Program.

The following three courses are required:

- GEOG 201 Introduction to Geography

This course introduces students to the methods, themes, theories and techniques used by geographers to understand where things are and why they happen in particular locations. Students examine the relationship between humans and their environment and how humans organize their actions in space. Geographers use this focus to answer contemporary questions

of political, economic, social and environmental concern. This course is designed to help students think critically about the role human and physical geographies play in shaping individuals' experiences and understanding of the world.

Prerequisite(s): None

- POL 101 Introduction to American Government and Politics

This course provides students with an introduction to the structure of American government, the core ideas and values that underlie it, and approaches to informed and effective civic engagement. Through reading, class exercises, case studies and field work, students gain an understanding of how political institutions function and how citizens can engage in meaningful political and social action.

Prerequisite(s): None

- SSCI 100 Introduction to Social Science

How do social scientists know what they claim to know? This course provides a general introduction to the methods and perspectives used by social scientists to understand the human experience. Students explore the key concepts of the social sciences and examine controversial issues that are shared by these disciplines. Films, novels, classroom exercises and topical readings are used to apply an interdisciplinary framework to the study of social life. Multicultural and global perspectives are integrated into the course.

Prerequisite(s): None

Choose three of the following history courses:

- HIST 101 The American Past: To 1865

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.

Prerequisite(s): None

- HIST 102 The American Past: From 1865

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.

Prerequisite(s): None

- HIST 103 World History I: Patterns of Civilization to 1500

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.

Prerequisite(s): None

- **HIST 104 World History II: The Modern World, 1500 to the Present**

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.

Prerequisite(s): None

Choose one of the following courses:

- **ECON 201 Macroeconomics or**

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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- **SSCI 301 Politics, Markets and Society**

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.

Prerequisite(s): None

Core Courses for the Major (22-24 credits)

Choose one of the following courses:

- **ANTH 302 Gender and Culture or**

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

- **HIST 394 Comparative Women's History**

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

Choose one of the following courses:

- **ETHS 302 Immigration in the New World**

This course takes a systematic and historic look at the role of U.S. immigration and examines how it affected development of African, Asian, Chicano/Latino and American Indian cultures within the U.S. "national culture." The course also examines the impact of immigrants on U.S. and Minnesota economic, cultural and political life.

Prerequisite(s): None

- **ETHS 309 The Color of Public Policy**

This class looks at public policies and addresses how various communities have been impacted by these policies. How and why did transportation policies break up neighborhoods? How did housing policies influence the segregation pattern in the metropolitan area? These and other related questions are addressed in this course. Overlap: POL 309 Color of Public Policy

Prerequisite(s): None

- ETHS 311 Understanding Racial and Ethnic Groups in the United States

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.

Prerequisite(s): None

Choose one of the following courses:

- ETHS 232 American Indians in Minnesota

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.

Prerequisite(s): None

- ETHS 332 Contemporary Native North America

This course examines significant and current issues in Native America. Drawing across disciplines and tribal communities, the course interweaves the following topics: tribal sovereignty; federal, tribal, and state relationships; economic development; language preservations; 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.

Prerequisite(s): None

Both of the following courses are required:

- HIST 301 Historical Interpretation

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. This course is required for history majors and minors, and for students on the social studies track in the Urban Teacher Program.

Prerequisite(s): WRIT 131 Writing I

- **POL 321 World Politics**

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.

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

Capstone Course

Students are required to complete at least 30 credits in the major before taking the following required course:

- **SSCI 401 Social Studies Capstone**

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(s): WRIT 131 Writing I or equivalent with instructor's consent.

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 Urban Teacher Program. Please note that the university's Education Department 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.

Social Work Major B.S.W.

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Metropolitan State's social work program helps students acquire the values, knowledge and skills necessary to work with individuals and families to maintain their cultural identities while increasing their capacity to live and function successfully in two or more cultural environments. Students learn to work with communities to serve and nurture their members and to achieve a viable balance between community needs and available resources.

Requirements:

The social work program has four main components.

- 60 semester credits, including 40 general education and semester credits with a minimum of three credits in each of the following: psychology, sociology, anthropology, political science, human biology and racial/ethnic awareness, completed at Metropolitan State or another postsecondary institution prior to admission to the social work major;
- 32 credits (includes the prerequisite course, SOWK 109 Introduction to Social Work) in core curriculum required courses in addition to statistics;
- 14 credits of field practica including five credits in a community learning center in a community of color, five credits in a mainstream social work setting and four credits in field practice seminars;
- four credits in statistics;
- eight credits in liberal studies; and
- two credits in other electives.

Social Work Core Courses

1. Social Work Practice (10 credits)

- SOWK 321 Social Work Practice I

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.

Prerequisite(s): None

Other Information: Prerequisite: Admission to social work major.

- SOWK 522 Social Work Practice II

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(s): SOWK 321 Social Work Practice I AND
SOWK 331 Human Behavior in the Social Environment I AND
SOWK 332 Human Behavior in the Social Environment II AND
SOWK 341 Comparative Racial/Ethnic Analysis I AND
SOWK 351 Social Research AND
SOWK 360 Social Welfare History and Policy AND
SOWK 381 Community Learning Center Seminar AND
SOWK 391 Community Learning Center Practicum and admission to the social work major.

2. **Racial/Ethnic Analysis (4 credits)**

• SOWK 341 Comparative Racial/Ethnic Analysis I

This course is the first of a two-course sequence that equips students for culturally appropriate social work interventions. In this course, students acquire a framework for comparative racial/ethnic analysis by learning how discrimination influences resource allocation and stratification. They explore one racial/ethnic Twin Cities community in depth using this structural framework. Prerequisite: Admission to social work major.

Prerequisite(s): None

Other Information: Prerequisite: Admission to social work major.

• SOWK 542 Comparative Racial/Ethnic Analysis II

This course, taken at the beginning of a social work student's senior year, expands the structural framework for comparative racial/ethnic analysis learned in SOWK 341 Comparative Racial/Ethnic Analysis I. Students examine the strengths and limitations of a major social work intervention theory and develop strategies for combining theoretical and practical approaches to respond to real-world situations, settings, clients and cultures within communities of color and other populations at risk.

Prerequisite(s): SOWK 321 Social Work Practice I AND
SOWK 331 Human Behavior in the Social Environment I AND
SOWK 332 Human Behavior in the Social Environment II AND
SOWK 341 Comparative Racial/Ethnic Analysis I and admission to the social work major.

3. **Social Policy (6 credits)**

• SOWK 109 Introduction to Social Work

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.

Prerequisite(s): None

- **SOWK 360 Social Welfare History and Policy**

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.

Prerequisite(s): None

Other Information: Prerequisite: Admission to social work major.

4. Research (6 credits)

- **SOWK 351 Social Research**

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.

Prerequisite(s): None

Other Information: Prerequisite: Admission to social work major.

- **SOWK 552 Community Research and Advocacy**

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.

Prerequisite(s): SOWK 351 Social Research AND
SOWK 522 Social Work Practice II AND
SOWK 542 Comparative Racial/Ethnic Analysis II AND
STAT 201 Statistics I

5. Human Behavior in Social Environment (6 credits)

- SOWK 331 Human Behavior in the Social Environment I

In this first of a two-semester sequence, students begin the study of human behavior and development throughout the life cycle. Biological and psychological variables are identified with special emphasis on the important factors of human diversity. Students apply a specific behavior theory to a racial/ethnic population and then critique its usefulness. Prerequisite: Admission to social work major.

Prerequisite(s): None

Other Information: Prerequisite: Admission to social work major.

- SOWK 332 Human Behavior in the Social Environment II

Students continue the study of human behavior and development throughout the life cycle. The course emphasizes ecological and theoretical perspectives for social work practice with culturally diverse populations and includes study of human behavior and development in middle and later adulthood. Students deepen their understanding of human diversity by examining ethnocentrism and racism, gender roles and sexism, and sexual orientation. Students apply the ecological model to better understand how social structures influence persons from diverse populations. Students demonstrate an in-depth understanding of their own racial ethnic group and another, drawing on literature, history, philosophy, religion and the arts to augment their social science-based cultural analysis.

Prerequisite(s): SOWK 331 Human Behavior in the Social Environment I and admission to the social work major.

6. Social Work Field Courses (14 credits)

- Field Practicum

- SOWK 391 Community Learning Center Practicum

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.

Prerequisite(s): SOWK 321 Social Work Practice I AND
SOWK 331 Human Behavior in the Social Environment I AND
SOWK 341 Comparative Racial/Ethnic Analysis I

Corequisite(s): SOWK 381 Community Learning Center Seminar

- SOWK 591 Social Work Senior Practicum

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.

Prerequisite(s): None

Corequisite(s): SOWK 582 Social Work Capstone Seminar

Other Information: Prerequisites: Completion of all major requirements.

- Field Seminar

- SOWK 381 Community Learning Center Seminar

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.

Prerequisite(s): SOWK 321 Social Work Practice I AND
SOWK 331 Human Behavior in the Social Environment I AND
SOWK 341 Comparative Racial/Ethnic Analysis I and admission to the social work major.

Corequisite(s): SOWK 391 Community Learning Center Practicum

Other Information: Note: Schedule to be arranged.

- SOWK 582 Social Work Capstone Seminar

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.

Prerequisite(s): None

Corequisite(s): SOWK 591 Social Work Senior Practicum

Other Information: Note: Should be taken along with SOWK 552 Community Research and Advocacy.

Social Gerontology Minor

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The social 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 transfer up to eight semester credits from another college or university into the social gerontology minor; these credits may be lower division. Twelve of the 20 required credits must be taken at Metropolitan State, and they must be at the upper-division level. 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.

Required (20 total credits)

1. Required Core Courses (16 credits)

- HSSG 374 Aging in America: A Personal Challenge -- students must take this course at the start of their matriculation into the program.

This is a multidisciplinary course appropriate for students who are professionals, as well as for those new to or considering the field of aging as a vocation. Students explore an array of topics, including: health/wellness, economics, demographics, theories, work/retirement, care giving, social inequality, bereavement, public policy, and programs/service delivery systems.

Prerequisite(s): None

- HSSG 376 Mental Health and Aging

This course examines issues related to the cognitive and affective development of individuals in their later years. It maps the developmental phases that typically result in impairments that are not physical, and outlines a set of strategies to facilitate coping with those impairments. The course is recommended for those involved in direct services-nurses, activities staff members, social workers and others involved in rehabilitation.

Prerequisite(s): None

- HSSG 377 Physical Health and Aging

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.

Prerequisite(s): None

- HSSG 380 Aging: Planning and Policy Making

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.

Prerequisite(s): None

2. Elective Courses (4 credits from the following)

- **HSSG 350I Social Gerontology Individualized Internship**

- **HSER 346 Counseling and Interviewing Skills**

This course covers confrontation, self-disclosure, diffusing anger, behavior contracting, problem solving and decision making, how to deal with various difficult client behaviors, burnout, and the use of tests in counseling and professional organizations. Learning strategies include role-playing and videotaping. Evaluation is based in part on simulated interviews.

Prerequisite(s): None

- **HSER 352 Family Counseling**

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.

Prerequisite(s): None

- **HSER 353 Social Casework Methods**

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.

Prerequisite(s): None

- **HSER 354 Ethical Issues in Human Services**

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.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSCD 306 Chemical Dependency Prevention and Intervention

This independent study examines chemical dependency prevention and intervention strategies, techniques and programs, incidence and prevalence trends, and studies ways to approach the difficult task of evaluating prevention efforts. Students also learn about the service continuum of care for chemical dependency.

Prerequisite(s): None

- HSA 362 Human Services Administration

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.

Prerequisite(s): None

Other Information: Overlap: HSA 360 Health Care Management and Supervision I and HSA 362T Human Service Administration Theory Seminar.

- HSSG 383 Selected Topics in Social Gerontology

This course offers students an opportunity to explore, in depth, a specific issue of aging. Topic choices include: The Older Woman; Widowhood; Counseling Older Adults; and Multicultural Issues of Aging.

Prerequisite(s): None

- HSSG 378 Thanatology: The Study of Death and Dying

This course helps students become aware of their own attitudes and values about dying and death, and how these affect others. It investigates myths concerning dying and death, the

effect of personal and cultural attitudes on a person's ability to communicate with the dying and their families, death industries, historical perspectives, and euthanasia. The course includes field trips.

Prerequisite(s): None

Sociology Minor

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A minor in either anthropology, political science or sociology is particularly appropriate for students in professional programs such as psychology, law enforcement, criminal justice, human services, social work and public administration. Such a minor is also an excellent complement for liberal arts students who are majoring in history, women's studies, professional communication, economics, ethnic studies, education or philosophy.

Requirements (19-20 total credits)

Social science 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.

Transfer courses may be applicable to minor requirements. The university's degree audit (DARS) 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.

1. Introductory (3-4 credits)

- SOC 101 Introduction to Sociology

2. Survey (4 credits, select one)

- SOC 301 Contemporary Sociology OR
- SOC 302 Interpersonal and Social Power: A View from Below

3. Upper-division Electives in Sociology (12 credits)

- Select 300-level courses in sociology
- Select SOC 310 City Life: Space, Places and Community OR
- SOC 309 Homelessness: Critical Issues for Policy and Practice

Studio Arts Minor

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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. A minor is offered in studio arts.

Requirements (20 total credits)

1. Required Course (4 credits)

- ARTS 106 Introduction to Drawing

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.

Prerequisite(s): None

2. Electives (16 credits from the following)

- ARTS 300 Museum and Galleries

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.

Prerequisite(s): None

- ARTS 302 Exhibition Practices: Group Internship

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.

Prerequisite(s): None

- ARTS 304 Topics in Fiber (such as papermaking, quilting, wearable art, surface design)

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, quilting, wearable art and women and textiles.) Note: This course may be taken four times for credit as long as the topic is different.

Prerequisite(s): None

- ARTS 306 Intermediate Drawing

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.

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

- ARTS 307 Painting

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.

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

- ARTS 414 Advanced Projects in Studio Arts

This course is available to advanced students in studio arts who wish to pursue individualized projects in the medium of their choice. Note: This course may be taken any number of times up to a total of 16 credits under the supervision of any studio arts faculty member. Students should contact the instructor to make arrangements prior to registration.

Prerequisite(s): None

Other Information: Prerequisite: Instructor's consent.

Technical Communication Major B.A.

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Technical communication is a growing field that has become an increasingly important mediator between technologies and the people who use them.

The major, offered by the Communication, Writing and the Arts Department, consists of an interdisciplinary curriculum that provides both depth and breadth, both theory and practice. A strong focus on communication skills--particularly written communication in various forms--is the program's centerpiece. However, the major helps students develop skills in a variety of other areas, including:

- an introduction to design for online and other digital environments;
- strategies for solving communication problems;
- relevant workplace experience through internships and service-based learning;
- an understanding of training principles, particularly for online learning environments; and
- theoretical and practical knowledge of document design, including opportunities to use professional software tools.

Careers

Once confined to the production of manuals and specifications, the field of technical communication has changed dramatically. Technical communicators, employed in industry, government, education and nonprofit organizations, hold a wide variety of job titles, but they bring a significant skill set to their organizations. These include:

- audience analysis and information organization;
- writing, revising, and editing;
- multicomunication project management;
- information product usability design and testing;
- collaborative teamwork; and
- research skills.

Technical communication is a field with flexible career opportunities: some professionals work as full-time or part-time employees; others work as consultants or independent contractors.

Major Requirements

The Bachelor of Arts in Technical Communication requires 40-41 credits (internship credits are either 3 or 4 credits). Courses fall into two categories: prerequisites (courses taken before required courses) and required course work. Up to 12 credits may be transferred or taken at the lower-division level.

1. Prerequisites (6 credits)

- COMM 171 Desktop Computer Design 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.

Prerequisite(s): None

- **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.

Prerequisite(s): None

- **WRIT 301 Introduction to Professional and Technical Writing (2 credits)**

This course introduces students to the professional practice of writing and technical communication. Students learn about the skill set required to succeed professionally--and how they might acquire these skills through coursework. Students also learn about career opportunities for professional writers and technical communicators.

Prerequisite(s): None

2. Required Courses (34-35 total credits)

- **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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- **WRIT 350I Writing Internship (1-4 credits)**

- **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. Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.
Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

- WRIT 372 Document and Information Design (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.

Prerequisite(s): WRIT 131 Writing I AND
WRIT 261 Business Writing OR
WRIT 271 Technical Writing or equivalent.

- 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 capstone project; develop a writer's portfolio; and learn about writing- related careers through guest speakers and informational interviews. This class is required for all technical communication and writing majors, except writing majors in the creative writing track. (Students in the creative writing track for the writing major should take Writ 481 Advanced Creative Writing for their capstone.) Prerequisites: Senior standing; at least 24 credits in the writing or technical communication major, or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisites: Senior standing; at least 24 credits in the writing or technical communication major, or instructor's consent.

- WRIT 573 Writing and Designing for the Web

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production, usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

Prerequisite(s): WRIT 572 Document Design or equivalent or instructor's permission

- MDST 580 Issues in Communication Technology (4 credits)

This course is concerned with the impact communication technologies have had and continue to have on human societies. The course begins with a brief examination of two technologies that have had a profound impact on how people think about communication. It looks at the background and impact of current technologies. And it also looks at new and emerging

technologies - such as hypermedia, neural nets, virtual reality - speculating about how these technologies will change people in the near future and later in the twenty-first century.

Prerequisite(s): None

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

3. In addition, choose ONE of the five courses listed below:

- **WRIT 531 Advanced Writing (4 credits)**

In this course, students refine their skills by analyzing a variety of texts, studying theories of writing and composition, and writing and editing several pieces of original nonfiction. Students work toward achieving advanced skills in elaborating ideas, gathering and presenting evidence, analyzing specific audiences, thinking critically, and developing an individual style or written voice. Class members critique each other's work and may collaborate on a project. Prerequisite: A 300- level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300- level writing course or instructor's consent.

- **WRIT 532 Writing About Place (4 credits)**

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? How do writers see place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent. Note: WRIT 532: Writing About Place may be taken in lieu of WRIT 531: Advanced Writing.

Prerequisite(s): None

Other Information: Prerequisites: a 300-level Writing course or instructor's consent. Note: Writ 532: Writing about Place may be taken in lieu of Writ 531: Advanced Writing.

- **WRIT 541 Writing for Publication or Profit (4 credits)**

This course examines writing as a full-or part-time business. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the

conventions of the publishing industry and edit their own works. Prerequisite: A 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

- **WRIT 575 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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing or equivalent with instructor's consent.

- **WRIT 599 Topics in Technical Communication (4 credits)**

This course presents topics of interest to students in the graduate and undergraduate technical communication programs. Topics vary with each offering of this course. Check the class schedule for details about topics and course prerequisites. This course may be taken any number of times for credit as long as the topic is different. Prerequisite: senior status. Depending on the topic offered, this class may count as a major requirement course; otherwise, it is considered an elective.

Prerequisite(s): None

All 500 level courses are considered advanced and students should check all prerequisites and for greater success at this level.

Technical Communication Graduate Program

The Communication, Writing and the Arts Department offers a master of science (M.S.) in technical communication designed to help students succeed in this rapidly evolving profession. It prepares students for upper-level positions as managers, supervisors or consultants. This program may be useful for people in a variety of fields including education, graphic design, job training, marketing and multimedia. For information about the program, call the program coordinator at 651-999-5958 or visit the MSTC Web site at www.metrostate.edu/cas/cwa/master.html.

Technology Management Major B.A.S.

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Technical college graduates can pursue a bachelor of applied science in technology management through a joint program offered in the Minneapolis and Saint Paul metropolitan area by Bemidji State and Metropolitan State universities. The bachelor's degree is awarded by Bemidji State University. The program is for students who desire employment in the technical fields of industry; however it is not applicable to a licensure program.

Requirements

- General Education (42 credits)
- Technical courses (26 credits)
- Professional courses (18 credits)
- Electives (12 credits or more as necessary to meet total degree requirements)

Students who transfer from a technical college are awarded 26 semester hours toward the technical core courses. Up to 30 additional technical credits could be used to count toward free electives; and 128 credits are required for graduation including 64 credits from a four-year institution; and 30 credits completed through Bemidji State University. Contact the First College Advising Center for more information.

1. Required Technical Courses (Core): 26 min credits

Students who already have technical college credits from articulated programs will not have to complete the following courses:

IT 1100 Orientation to Industrial Programs (2)
IT 1210 Materials & Processes - Forming (4)
IT 1220 Materials & Processes - Separating (4)
IT 1310 Mechanical Power (2)
IT 1350 Electronic Technology (4)
IT 1410 Communication Technology (3)
IT 1460 Technical Graphics (3)
IT 1600 Modeling Communications (2)
IT 2250 Construction Technology (2)
IT 2370 Automation Technology (3)
IT 3310 Fluid Power (3)
IT 4537 Industrial Design (3)

2. Required Professional Courses (Core): 17 min credits

Taken by all students in the program, offered by Bemidji State University.

IT 3870 Technical Sales/Presentations (2)

IT 3880 Human Resource Development (2)

IT 3890 Material Handling and Plant Layout (2)

IT 4877 Industrial Maintenance and Safety (3)

IT 4878 Quality Assurance (3)

IT 4890 Industrial Organization & Leadership (3)

IT 4897 Project Management (3)

3. Electives: Students must take another thirteen (13) semester credits from Bemidji State University to complete residency requirement. Some suggested electives are:

IT 4537 Industrial Design (3)

IT 3100 Orientation (2)

26 block credits transfer from the technical college system. Students may earn 17 additional credits as electives depending on previous technical college work.

Theater Major B.A.

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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.

The program also encourages the integration of theater skills within other disciplines. The ability to communicate effectively and to better understand human motivation is important in one's business and life as they are onstage.

Metropolitan State University employs a variety of resident faculty and local professional artists and organizations to offer a rich variety of perspectives. The program also encourages experiential internships with Twin Cities area theaters and offers credit for prior learning experience. A B.A. in theater is offered through university collaboration with the Minneapolis Community and Technical College (MCTC), and classes are integrated from the existing curricula of the two institutions. Students may also transfer similar credits from two year colleges.

NOTE: It is highly recommended that theater majors and minors take one of the following two courses before proceeding to the major or minor.

- THTR 1131 Introduction to Theater (MCTC) **OR**
- THEA 321 Directed Readings in Theater (MSU)

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. The upper-division class also includes the students choice of a major work of theater theory. This class can be done at home or on site at the teaching center, and may be taken for a maximum of eight credits.

Prerequisite(s): None

Requirements (35-37 total credits)

1. **Minneapolis Community and Technical College or equivalent two-year college (minimum 16 credits)**

All MCTC classes are three credits unless otherwise noted.

- THTR 1104 Introduction to Acting **OR**
- THTR 1160 Multicultural Acting **OR**
- THTR 2105 Introduction to Acting II
- THTR 2150 Theater History I

- THTR 1145 Stagecraft: Design and Lighting
- THTR 1161-69 Theatre Topics (1-2 credits) **OR**
- THEA 346 Topics in Performance (2-4 credits MSU)
- THTR 2145 Introduction to Directing

2. Metropolitan State University (22 credits)

Metropolitan State University courses are listed in suggested order.

- THEA 321 Directed Readings in Theater

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. The upper-division class also includes the students choice of a major work of theater theory. This class can be done at home or on site at the teaching center, and may be taken for a maximum of eight credits.

Prerequisite(s): None

- THEA 345 Acting III

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).

Prerequisite(s): None

Other Information: Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

- THEA 351 Production/Performance Lab (2 credits)

Students enrolled in advanced acting/directing classes or working on 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 six credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class.

Prerequisite(s): None

- THEA 387 Theater History II

This course is for students interested in the exciting world of theater as well as incoming theater minors and majors. In this class, students learn about the elements of theater, 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. Students should plan to cover the cost of attendance at three live theater productions.

Prerequisite(s): None

- THEA 400 Playwriting I

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.

Prerequisite(s): None

- **THEA 540 Directing and Creating Theater**

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 and the student may wish to consider taking THEA 351 Performance Laboratory as an independent study in addition to this course.

Prerequisite(s): None

3. **Majors and Minors: Practicum and THEA 351**

The required courses, THEA 345 and 540 include one credit of practicum each. The major and minor degree program requires a minimum of four practicum credits throughout the course of study. Students gain the additional two credits through **THEA 351 Performance/Production Lab**, 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. A maximum of two of these credits may be in the area of performance/acting.

4. **Electives**

Theater majors are encouraged to enhance their degree programs by completing elective courses in some of the following areas: Shakespeare, creative writing, 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.

Theater Minor

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Skills and insights acquired through the study of theater can be life enhancing. The ability to communicate effectively and to better understand human character is as important in one's business and life as they are onstage. Specifically, in the minor, students acquire a basic understanding of, and critical appreciation for, contemporary theater art. Opportunities to provide for integration with other major programs of study include an emphasis on the process of creating original work.

Requirements (22 total credits) Courses are listed in suggested order.

- THEA 321 Directed Readings in Theater

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. The upper-division class also includes the students choice of a major work of theater theory. This class can be done at home or on site at the teaching center, and may be taken for a maximum of eight credits.

Prerequisite(s): None

- THEA 331 Voice: Speaking from Experience **OR**

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.

Prerequisite(s): None

- THEA 345 Acting III

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).

Prerequisite(s): None

Other Information: Prerequisite: Acting II (MCTC) or equivalent (Screenwriting students exempt from prerequisites).

- THEA 351 Production/Performance Lab (2 credits)

Students enrolled in advanced acting/directing classes or working on 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 six credits over time. Prerequisite: Instructor's permission if not enrolled in directing or advanced acting class.

Prerequisite(s): None

- THEA 387 Theater History II

This course is for students interested in the exciting world of theater as well as incoming theater minors and majors. In this class, students learn about the elements of theater, 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. Students should plan to cover the cost of attendance at three live theater productions.

Prerequisite(s): None

- THEA 400 Playwriting I

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.

Prerequisite(s): None

- THEA 540 Directing and Creating Theater

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 and the student may wish to consider taking THEA 351 Performance Laboratory as an independent study in addition to this course.

Prerequisite(s): None

The theater minor should be supported by courses in: Shakespeare, creative writing, screenwriting, studio arts, music, intermedia arts, media studies, literature and storytelling.

Majors and Minors: PRACTICUM and THEA 351

The required courses, THEA 345 and 540 include one credit of practicum each. The major and minor degree program requires a minimum of four practicum credits throughout the course of study. Students gain the additional two credits through

THEA 351 Performance/Production Lab, 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. A maximum of two of these credits may be in the area of performance /acting.

Training and Adult Development Minor

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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 three 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;
- One to two elective four-credit courses are selected from a series of courses; and
- A four-credit internship or third elective -- students who have not worked in training and adult development -- are advised to complete an 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. Students must submit a resume to the lead faculty coordinator of this program before any student is allowed exemption from taking an internship.

Requirements (20 Credits)

1. Required Core Courses (12 credits)

- [HSTD 394 Staff Training and Adult Development](#)

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.

Prerequisite(s): None

Other Information: Recommended: Some preparation in psychology.

- [HSTD 393 Training Design and Instruction](#)

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.

Prerequisite(s): None

- HSTD 389 Organizational Development and Change

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.

Prerequisite(s): None

2. **Elective Courses (4-8 credits from the following)**

Students may select one to two courses from this following list as electives:

- PSYC 302 Adult Development and Lifelong Learning

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.

Prerequisite(s): None

- HSTD 397 Career Pathing

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

Prerequisite(s): None

Other Information: Overlap: HSTD 397T Career Pathing Theory Seminar

- HSTD 390 Conflict Resolution

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.

Prerequisite(s): None

- HSTD 498 Organization Consulting Approaches and Techniques

This course enables students to apply the five phases of human services organization consulting, including organization problem identification, contracting, data collection, delivery and feedback evaluation. Students are involved in case study analysis, and the custom designing of an in-class human services client consulting project.

Prerequisite(s): None

- HSTD 399 The Changing Workplace

This independent study is designed for students who intend to enter human services and/or training and development professions. The content focuses on issues and trends impacting the ever-changing world of work. Topics include, but are not limited to, historical and current issues in the areas of work and career development, underserved populations, and work-balance challenges.

Prerequisite(s): None

- HSTD 399T The Changing Workplace Theory Seminar

The world of work is dynamic, multifaceted and is characterized by ongoing change. Students in this theory seminar gain a better understanding of the workplace and have the chance to explore their own unique work roles as they relate to human services, training and adult development issues. In particular, students meet the following learning objectives: understand the dynamics between work, family and community; gain awareness of workplace issues and resources in the media, including the Internet; identify historical and current trends in the area of work and career development; understand and analyze training programs that address workplace issues and the impact on the employees-as it relates to human services; assess and analyze the changing work/family patterns on gender roles; understand the changing demographics in terms of race, class, ethnicity, gender, disability and other underserved populations; and the implications of all of these in the workplace.

Prerequisite(s): None

- HSTD 386 Creative Problem-solving Concepts and Methods

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.

Prerequisite(s): None

- HSER 395 Human Services and Diversity

This course emphasizes understanding of the diversity experience, including exploring discrimination toward persons with disabilities, racism (including institutional racism), sexism, and ageism as they affect life changes, lifestyles and psychosocial development. It examines assumptions, myths, beliefs and biases that block effective relationships between professionals and consumers. Human services principles, values and practice skills that promote successful working relationships are identified. Self-assessment is encouraged and opportunities for application of learning are provided.

Prerequisite(s): None

- HSA 369 Program Evaluation

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.

Prerequisite(s): None

- HRM 310 Human Resource Management

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.

Prerequisite(s): None

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.

- PSYC 385 Educational Psychology

This course helps students become knowledgeable about educational psychology theories and methods. Topics include research in education, the study of teacher behavior, intelligence testing, classroom dynamics, affective and cognitive factors in learning, and instructional and administrative strategies in education.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 327 Psychological Testing

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 314 Group Dynamics and Facilitation

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.

Prerequisite(s): None

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

- MDST 383 Use of Media in Education and Training or

- MDST 484 Media in the Corporation

This course examines video, multimedia, satellite and limited broadcast system's impact within companies and educational organizations. Students are introduced to business/educational corporate-image videos, corporate television, point-of-sale multimedia, instructional video, multimedia presentations and site-to-site communication. Students are provided with the information and theories to implement use of video, television and multimedia within an organization. As more and more businesses, schools and institutions come to rely on media products and tools, the ability to craft appropriate scripts for these applications is more important than ever. This course also targets the need to serve and address distinctive audiences and provides career and management guidance for media writers and producers.

Prerequisite(s): None

- HSA 366 Computer Applications in Human Services

This course examines the role of computers within the context of human services delivery systems. Topics include the use of computers as a tool in human services case management, program management and office management; identification of specific applications; major issues and trends; and the impact of computer use and applications on human services administrators, direct service workers and clients.

Prerequisite(s): None

- HSER 455 Capstone Seminar in Human Services

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.

Prerequisite(s): None

Other Information: Prerequisite: Completion of all course work with the exception of 14 credits.

o PSYC 319 The Impact of Technology on Human and Organizational Behavior

The impact of technology on human and organizational behavior is examined within the context of adult development and learning theory. Topics include challenges that technologies have created for managers, employees and individual consumers; motivating individual and organizational change; and technology's effect on mental health. Students complete individual projects on topics of personal interest or design action plans applicable to the workplace.

Prerequisite(s): None

• MGMT 360 Managing a Diverse Workforce

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.

Prerequisite(s): None

• HRM 330 Personnel and Industrial Psychology

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.

Prerequisite(s): None

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. Overlap: PSYC 344 Personnel and Industrial Psychology.

3. **Internship in Training and Adult Development (1-4 credits)**

Urban Early Childhood Education (Birth-Grade 3 Licensure) B.S.

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The Urban Teacher Program (UTP) is designed to meet the needs of urban schools for teachers who can improve students educational achievement. The UTP 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 UTP 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 UTP 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 UTP website at www.metrostate.edu/cps/ut or call 612-659-7180 for more information.

Standards-Based Program Integrating Field Experience with Coursework

Teacher candidates are required to complete a well-planned sequence of courses and experiences in general, content, and pedagogical studies that help them develop competence in meeting the Minnesota Board of Teaching's Standards of Effective Practice for Beginning Teachers. All required coursework is aligned with various standards expected of beginning teachers, and teacher candidates complete their program by demonstrating standards competence during student teaching, as well as in a portfolio, and by passing standardized tests mandated by the state.

The Urban Teacher Program integrates theory and practice by requiring teacher candidates to spend time with youth in urban schools and communities at each stage of the program. These experiences in child care centers, urban schools and classrooms add to teacher candidates' knowledge base and give them the opportunity to practice and demonstrate effective instruction. While some of these field experiences occur outside of the typical public school day, many of these opportunities are only offered between 8am-4pm.

In order to be admitted to the Urban Teacher Program, students must be able to document at least 40 hours working with youth in an urban context. After admission, various required coursework throughout the program involves some field experience ranging from 5-20 hours or more per course totaling at least 100 hours prior to student teaching in various age or grade levels of the license being sought. A unique feature of the Urban Teacher Program is that an Individual Student Teaching Plan is developed for each teacher candidate that addresses their goals and needs in demonstrating teaching competence to complete a minimum of 15 full-time of weeks student teaching in an urban setting.

Program Admissions Requirements

Admission to the Urban Teacher Program (UTP) is required to take 300 & 400 level courses in the Education Department. Before being admitted to the UTP, students will need to meet several requirements and criteria including, but not limited to, demonstrating a commitment to urban teaching, completing certain coursework with at least a 2.5 cumulative GPA, completing at least 40 hours of field experience with urban youth, completing the Praxis I: Pre-Professional Skills Test (PPST) in reading, writing and math, submitting an application essay, and interviewing with UTP faculty and staff. Application deadlines are April 1st (Fall semester), October 1st (Spring semester) and February 1st (Summer semester). For more information about admission requirements and criteria, visit www.metrostate.edu/cps/ut or contact the Urban Teacher Program at 612-659-7180.

1. Pre-Professional Education Courses (6 credits)

The following courses are open to all students and are required for admission to the Urban Teacher Program along with other admission requirements. Contact the UTP Academic Advisor for more information about program [Admission requirements](#).

- [EDU 200 Introduction to Urban Education and Reflective Teaching](#)

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.

Prerequisite(s): None

Other Information: 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](#)

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.

Prerequisite(s): None

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

Requirements (78 total credits)

2. Professional Education (35 credits)

All 300-400 level EDU courses require admission to the Urban Teacher Program or department approval in order to enroll.

- **EDU 321 Urban Infant-Toddler Curriculum & Practicum**

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 323 Urban Pre-K & Kindergarten Curriculum and Practicum**

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

Other Information: 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 ECE

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 331 Physical Development, Health, Nutrition, Effects of Drugs in ECE

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 Primary Grades

Students will learn to use formal and informal assessment and evaluation strategies to plan and individualize curriculum and instructional practices in diverse, urban primary grades classrooms. The foundations of assessment theory and practice will be presented, including the integration of learning standards for grades 1-3, standardized testing requirements, and developmentally appropriate practice for diverse learning needs in urban settings. Students will have opportunity to develop and practice authentic assessment tools and strategies for use of assessment results to guide instruction. Clinical field experience hours are part of the course requirements.

Prerequisite(s):

EDU 200 Introduction to Urban Education and Reflective Teaching AND
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. Previously listed as EDU 483.

- EDU 341 The Child and the Family in an Urban Setting

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(s):

EDU 200 Introduction to Urban Education and Reflective Teaching AND
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 361 The Arts in ECE

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 in K-12 Education

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

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

- EDU 481 Urban Primary Grades 1-3 Curriculum & Practicum

This course will review development of children ages six to nine and connect development to the practices used to design programs for first, second and third grade 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 primary grades 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.

Prerequisite(s): EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum

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 482 Beginning Reading

Prospective urban teachers will be introduced to the extensive research on beginning reading as well as the most recent theories about beginning reading instruction. This course provides the skills, strategies, and understandings necessary for urban teachers to help young children to learn to read. Various models for teaching beginning reading are introduced, and students will learn to evaluate beginning reading curricula based on the criteria learned in the course. A basic introduction to the selection and use of quality multicultural literature for diverse urban children will be part of the course. Clinical field experience hours are part of the course requirements.

Prerequisite(s): EDU 325 Emergent Literacy in Urban Early Childhood 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 484 Teaching Children with Disabilities

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

3. **Supporting Courses (28 credits total)** **Required Psychology Courses (20 credits)**

- PSYC 308 Child Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information:

Overlap: PSYC 308T Child Psychology Theory Seminar.

- PSYC 330 Psychology of Learning

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- PSYC 356 Early Childhood Education within a Historical, Social, and Cultural Context

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar or equivalent with
instructor's consent.

- PSYC 357 Observing and Assessing Young Children

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

- PSYC 359 Positive Behavior Guidance

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

- PSYC 417 Language and Communication Development in ECE

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

Elective Courses (8 credits)

- HSA 372 Administration of ECE Programs

This independent study 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.

Prerequisite(s): None

- HSFS 338 Family: Racial, Gender and Class Dimensions

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.

Prerequisite(s): None

- HSFS 399 Topics in Family Care/with consent of advisor

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.

Prerequisite(s): None

Other Information: Note: This course may be taken four times for credit as long as the topic is different.

- PSYC 416 Comparative Study of ECE Programs

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(s): PSYC 308 Child Psychology or equivalent with instructor's consent.

- RDNG 331 Tutoring Reading in the Urban Setting

This course, offered in conjunction with the Read! Read! Read! initiative, provides participants with the opportunity to apply reading and interpersonal skills in an urban setting. Course work and site training focus on such topics as reading pedagogy, tutoring techniques, child development, learning theory and language/cultural sensitivity. This course is designed for education students and for others interested in working with children. Students tutor several hours a week at one of university partnership sites. Credits count in the general education electives area of the general education/liberal studies curriculum and satisfy Goal VII Human Diversity in the U.S. for the general education requirements. Prerequisite: Students must have attained an appropriate minimum score on Metropolitan State's reading assessment measure, and students must have successfully completed and submitted a Read! Read! Read! application which may be obtained from the university's Center for Community-Based Learning.

Prerequisite(s): None

Other Information: Prerequisite: Students must have attained an appropriate minimum score on Metropolitan State's reading assessment measure, and students must have successfully completed and submitted a Read! Read! Read! application which may be obtained from the university's Center for Community-Based Learning.

- Any course in Ethnic Studies

4. **Student Teaching (9 credits total, 15 weeks full-time)**

Teacher Candidates must notify the UTP Field Experience Coordinator two semesters before the intended student teaching semester and submit a student teaching application packet.

- EDU 475 Student Teaching in the Urban Infant -Toddler Classroom (2-4 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.

Prerequisite(s): 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 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 485 Student Teaching in Urban Pre-K & Kindergarten Classroom** (2-4 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.

Prerequisite(s): 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: 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.

- **EDU 490 Student Teaching in Urban Primary Grades 1-3 Classroom** (2-4 credits)

*** No course descriptions found for this search ***

Urban Elementary Education (PreKindergarten-Grade 6 Licensure) B.S.

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The mission of the UTP 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 UTP website at www.metrostate.edu/cps/ut or call 612-659-7180 for more information.

Standards-Based Program Integrating Field Experience with Coursework

Teacher candidates are required to complete a well-planned sequence of courses and experiences in general, content, and pedagogical studies that help them develop competence in meeting the Minnesota Board of Teaching's Standards of Effective Practice for Beginning Teachers. All required coursework is aligned with various standards expected of beginning teachers, and teacher candidates complete their program by demonstrating standards competence during student teaching, as well as in a portfolio, and by passing standardized tests mandated by the state.

The Urban Teacher Program integrates theory and practice by requiring teacher candidates to spend time with youth in urban schools and communities at each stage of the program. These experiences in child care centers, urban schools and classrooms add to teacher candidates' knowledge base and give them the opportunity to practice and demonstrate effective instruction. While some of these field experiences occur outside of the typical public school day, many of these opportunities are only offered between 8am-4pm.

In order to be admitted to the Urban Teacher Program, students must be able to document at least 40 hours working with youth in an urban context. After admission, various required coursework throughout the program involves some field experience ranging from 5-20 hours or more per course totaling at least 100 hours prior to student teaching in various age or grade levels of the license being sought. A unique feature of the Urban Teacher Program is that an Individual Student Teaching Plan is developed for each teacher candidate that addresses their goals and needs in demonstrating teaching competence to complete a minimum of 15 full-time of weeks student teaching in an urban setting.

Program Admissions Requirements

Admission to the Urban Teacher Program (UTP) is required to take 300 & 400 level courses in the Education Department. Before being admitted to the UTP, students will need to meet several requirements and criteria including, but not limited to, demonstrating a commitment to urban teaching, completing certain coursework with at least a 2.5 cumulative GPA, completing at least 40 hours of field experience with urban youth, completing the Praxis I: Pre-Professional Skills Test (PPST) in reading, writing and math, submitting an application essay, and interviewing with UTP faculty and staff. Application deadlines are April 1st (Fall semester), October 1st (Spring semester) and February 1st (Summer semester). For more information about admission requirements and criteria, visit www.metrostate.edu/cps/ut or contact the Urban Teacher Program at 612-659-7180.

Requirements (79 total credits)

1. Pre-Professional Education Courses (6 credits)

The following courses are open to all students and are required for admission to the Urban Teacher Program along with other admission requirements. Contact the UTP Academic Advisor for more information about program [Admission requirements](#).

- **EDU 200 Introduction to Urban Education and Reflective Teaching**

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.

Prerequisite(s): None

Other Information: 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**

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.

Prerequisite(s): None

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

2. **Pre-Requisite Content Area Coursework (7 courses)**

The following coursework represents prerequisite knowledge for Cluster III Content Methods courses listed below and don't have to be completed for program admission. These courses are required for licensure and credits do not count toward the major, but these courses can count towards meeting university General Education and Liberal Studies (GELS) requirements. Therefore, prospective Urban Elementary Education majors should keep these prerequisites in mind when completing GELS or Minnesota Transfer Curriculum requirements.

Mathematics (2 courses)

- **MAED 106 Math for Elementary Teachers, AND one of the following:**

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.

Prerequisite(s): None

Other Information: Note: Does not satisfy GELS requirements. This course is a prerequisite for Urban Elementary Education majors. Cross-listed with Math 106 Math for Elementary Teachers.

- **MATH 110 Math for Liberal Arts**

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.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

- **MATH 115 College Algebra OR**

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

1. STATS 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Science (2 courses)

Courses must be from any two sciences such as Astronomy, Biology, Chemistry, Earth Science, Environmental Science, Geology, Natural History, or Physics

Suggested Science Courses:

- BIOL 101

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. Fulfills MnTC goal 3.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- BIOL 111 / 111L

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. Intended for the student who is pursuing, or considering, a major in biology or life sciences teaching. Laboratory topics include use of the microscope, biochemistry, cell structure and function, genetics, and evolution. Fulfills MnTC area 3.

Prerequisite(s): MATH 115 College Algebra OR
MATH 120 Precalculus

- [CHEM 111/111L](#)

Measurement, periodic table, atomic structure and electron behavior, isotopes and compounds, bonding and molecular geometry, balancing chemical reactions and stoichiometry, gas laws and kinetic molecular theory, energy in chemical changes and intermolecular forces and solution chemistry. Lab includes analytical techniques and instruments, safety and disposal of hazardous materials. Fulfills MnTC goal 3 and prerequisites for pre-professional programs and the biology major.

Prerequisite(s): MATH 115 College Algebra

- GEOL 101

- [GEOL 110](#)

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.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- [NATH 201](#)

An introduction to the science of conservation biology, this course covers the ecology of Minnesota's natural ecosystems and the connections between humans and the environment. The focus of lab activities varies with the season and the instructor's expertise. Field trips to forest, prairie and wetland ecosystems are a required part of class; check the class schedule for the dates and times of field trips. Intended for general education students. Fulfills MnTC goals 3 and 10. Includes lab.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test. AND WRIT 131 Writing I

- [NATH 203](#)

A study of the biological, historical and cultural perspectives of the roles that plants have played in the development of human civilization. Topics covered include foods, medicines, fibers, dyes, drugs, the origins of agriculture and potentially exploitable plants for the future. Intended for general education students. Fulfills MnTC goals 3 and 10. Includes lab.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- NATH 204

An introduction to a variety 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. Check the Class Schedule for the dates and times of required field trips. Intended for general education students. Fulfills MnTC goals 3 and 10. Includes lab.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- PHYS 110

This is an introductory course in physics. It is intended for non-science majors (general education students and students in the life science teaching major and etc.). The students in science majors should consider Phys 211 and 212. Topics covered are 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.

MATH 115 College Algebra

Prerequisite(s):

- or PHYS 111

Physics investigates concepts of energy involved in everyday life. General Physics is designed for students interested in science and technology related careers and majors. It is taught at the algebra/trigonometry level and it incorporates conceptual understanding, laboratory work, and mathematical problem solving. General Physics I covers motion, heat, and wave motion.

Prerequisite(s): MATH 120 Precalculus OR
MATH 115 College Algebra

Social Studies (3 courses)

One Geography, one American Government, and one survey of US or World History

- GEOG 201 Introduction to Geography

This course introduces students to the methods, themes, theories and techniques used by geographers to understand where things are and why they happen in particular locations. Students examine the relationship between humans and their environment and how humans organize their actions in space. Geographers use this focus to answer contemporary questions of political, economic, social and environmental concern. This course is designed to help students think critically about the role human and physical geographies play in shaping individuals' experiences and understanding of the world.

Prerequisite(s): None

- POL 101 Introduction to American Government and Politics

This course provides students with an introduction to the structure of American government, the core ideas and values that underlie it, and approaches to informed and effective civic engagement. Through reading, class exercises, case studies and field work, students gain an understanding of how political institutions function and how citizens can engage in meaningful political and social action.

Prerequisite(s): None

One of the following:

- HIST 101 The American Past: To 1865

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.

Prerequisite(s): None

- HIST 102 The American Past: From 1865

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.

Prerequisite(s): None

- HIST 103 World History I: Patterns of Civilization to 1500

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.

Prerequisite(s): None

- HIST 104 World History II: The Modern World, 1500 to the Present

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.

Prerequisite(s): None

3. Required Psychology Courses (8 credits)

- PSYC 308 Child Psychology

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 308T Child Psychology Theory Seminar.

- PSYC 357 Observing and Assessing Young Children

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

- PSYC 359 Positive Behavior Guidance

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.

Prerequisite(s): PSYC 308 Child Psychology OR
PSYC 308T Child Psychology Theory Seminar

4. Required Core Professional Education Courses (20 credits)

All 300-400 level EDU courses require admission to the Urban Teacher Program or department approval in order to enroll.

- [EDU 341 The Child and the Family in the Urban Setting](#)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 345 Integrated Classroom Management Methods in Urban Grades K-6](#)

- [EDU 383 Informational Technology for K-12 Education](#)

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

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

- [EDU 430 Historical and Cultural Foundations of Education](#)

This course explores historical, cultural, sociological and philosophical foundations of urban education in the United States. Students gain understanding of the contributions and lifestyles of various racial,

cultural and economic groups in our society, including Minnesota-based American Indians. 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 teacher candidates develop critical awareness of issues and develop their own philosophies of 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. Field experience hours are part of the course requirements.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 435 Teaching and Assessing English Language Learners

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.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 445 Service-Learning and Integrating K-6 Curriculum in Urban Settings

This course explores current methods for integrating curriculum and service learning into the urban elementary K-6 curriculum. Students will explore and experience various topics, themes, and issues that guide and make curriculum integration and service learning possible, developmentally appropriate, and culturally relevant. Urban teacher candidates will learn how to integrate curriculum and service learning in ways that address the diverse learning styles, experiences, needs and talents of urban learners. Curriculum integration contrasts with the traditional separate-subjects approach that teaches reading, writing, math, science, social studies, health, art, etc. in isolation and at separate times. Service learning is introduced as a core approach for integrating academic learning, civic engagement, and opportunities

to address critical issues or problems in students communities. Teacher candidates in this course will work independently and cooperatively to design, plan and implement at least one integrated curriculum unit and one service-learning project for urban elementary students to engage and learn in their community. Field experience hours are part of the course requirements.

Prerequisite(s): None

- **EDU 484 Teaching and Assessing Young Children with Disabilities**

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

5. Required Cluster I - Early Childhood Specialization Courses (13 credits)

- **EDU 323 Urban Pre K-Kindergarten Curriculum and Practicum**

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

Other Information: 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

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 331 Physical Development, Health and Nutrition and Effects of Drugs in ECE

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 361 The Arts in Early Childhood Education

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

6. Required Cluster II - Primary Grades Courses (10 credits)

- EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum

This course will review development of children ages six to nine and connect development to the practices used to design programs for first, second and third grade 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 primary grades 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.

Prerequisite(s): EDU 323 Urban Pre-K and Kindergarten Curriculum and Practicum

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 482 Beginning Reading

Prospective urban teachers will be introduced to the extensive research on beginning reading as well as the most recent theories about beginning reading instruction. This course provides the skills, strategies, and understandings necessary for urban teachers to help young children to learn to read. Various models for teaching beginning reading are introduced, and students will learn to evaluate beginning reading curricula based on the criteria learned in the course. A basic introduction to the selection and use of quality multicultural literature for diverse urban children will be part of the course. Clinical field experience hours are part of the course requirements.

Prerequisite(s): EDU 325 Emergent Literacy in Urban Early Childhood 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 Primary Grades1-3

Students will learn to use formal and informal assessment and evaluation strategies to plan and individualize curriculum and instructional practices in diverse, urban primary grades classrooms. The foundations of assessment theory and practice will be presented, including the integration of learning standards for grades 1-3, standardized testing requirements, and developmentally appropriate practice for diverse learning needs in urban settings. Students will have opportunity to develop and practice authentic assessment tools and strategies for use of assessment results to guide instruction. Clinical field experience hours are part of the course requirements.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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. Previously listed as EDU 483.

7. Required Cluster III - Intermediate Grades Courses (14 credits)

• MAED 440 Differentiated Methods of Teaching Mathematics in Urban Grades 4-8

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.

Prerequisite(s): None

Other Information: Note: 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.

• LAED 440 Differentiated Methods of Teaching Language Arts in Urban Grades 4-6

This course addresses the importance and reality of providing differentiated teaching strategies when teaching reading and language arts in urban settings. Students in urban settings often vary in their reading and comprehension and need a learning environment where differentiated teaching strategies are a core component. Teacher candidates will examine current research on the effectiveness of

differentiated instruction. They will have opportunities to practice and apply strategies for integrating reading, writing and literature as a core component for academic achievement in urban educational settings. Students will explore practical teaching approaches for interconnecting components of literacy and demonstrate ability to integrate subjects, plan and implement lessons. Urban field experiences are part of the course requirements.

Prerequisite(s): EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum AND EDU 482 Beginning Reading and Language Arts

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

- SCED 440 Science Curriculum and Differentiated Instruction in Urban Grades K-6

This course examines the science curriculum that urban elementary students are required to learn, and the differentiated instructional methods to help students learn. SCED 440 Social Studies Curriculum and Differentiated Instruction in Urban Grades K-6 (3 cr) Pre-requisites: EDU 481 and any 2 approved social studies courses

Prerequisite(s): EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum and any 2 approved social studies courses.

- SSED 440 Social Studies Curriculum and Differentiated Instruction in Urban Grades K-6

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.

Prerequisite(s): EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum and two social studies content courses (e.g., history, geography, American government, economics).

8. **Student Teaching (8 credits total, 12 weeks full-time)**

Teacher Candidates must notify the UTP Field Experience Coordinator two semesters before the intended student teaching semester and submit a student teaching application packet.

- EDU 495 Student Teaching in the Urban Elementary School

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.

Prerequisite(s): EDU 481 Urban Primary Grades 1-3 Curriculum and Practicum and completion of all courses required for the degree/licensure program, and admission to student teaching.

Other Information: Note: Application and approval required to student teach. Placements are made by arrangement with UTP Field Experience Coordinator in urban classrooms and are typically Monday through Friday for 12 full-time weeks during the school day.

Urban Secondary Education for Grades 5- 12 Licensure

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The Urban Teacher Program (UTP) is designed to meet the needs of urban schools for teachers who can improve students educational achievement. The UTP 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 UTP 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 UTP 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 UTP website at www.metrostate.edu/cps/ut or call 612-659-7180 for more information.

Content Area Majors for Grades 5-12 Licensure

In addition to required education courses for licensure, teacher candidates must complete required course work in the specific content area they will be licensed to teach. See information within the College of Arts and Sciences that represent the teacher candidates' majors and bachelor's degrees:

- B.S. in Life Sciences Teaching major requirements for students pursuing life sciences with general science licensure;
- B.S. in English Teaching major requirements for students pursuing communication arts and literature licensure;
- for B.S. in Mathematics Teaching major requirements for students pursuing mathematics licensure; and
- B.S. in Social Studies Teaching major requirements for students pursuing social studies licensure.

Standards-Based Program Integrating Field Experience with Coursework

Teacher candidates are required to complete a well-planned sequence of courses and experiences in general, content, and pedagogical studies that help them develop competence in meeting the Minnesota Board of Teaching's Standards of Effective Practice for Beginning Teachers. All required coursework is aligned with various standards expected of beginning teachers, and teacher candidates complete their program by demonstrating standards competence during student teaching, as well as in a portfolio, and by passing standardized tests mandated by the state.

The Urban Teacher Program integrates theory and practice by requiring teacher candidates to spend time with youth in urban schools and communities at each stage of the program. These experiences in child care centers, urban schools and classrooms add to teacher candidates' knowledge base and give

them the opportunity to practice and demonstrate effective instruction. While some of these field experiences occur outside of the typical public school day, many of these opportunities are only offered between 8am-4pm.

In order to be admitted to the Urban Teacher Program, students must be able to document at least 40 hours working with youth in an urban context. After admission, various required coursework throughout the program involves some field experience ranging from 5-20 hours or more per course totaling at least 100 hours prior to student teaching in various age or grade levels of the license being sought. A unique feature of the Urban Teacher Program is that an Individual Student Teaching Plan is developed for each teacher candidate that addresses their goals and needs in demonstrating teaching competence to complete a minimum of 15 full-time of weeks student teaching in an urban setting.

Program Admissions Requirements

Admission to the Urban Teacher Program (UTP) is required to take 300 & 400 level courses in the Education Department. Before being admitted to the UTP, students will need to meet several requirements and criteria including, but not limited to, demonstrating a commitment to urban teaching, completing certain coursework with at least a 2.5 cumulative GPA, completing at least 40 hours of field experience with urban youth, completing the Praxis I: Pre-Professional Skills Test (PPST) in reading, writing and math, submitting an application essay, and interviewing with UTP faculty and staff. Application deadlines are April 1st (Fall semester), October 1st (Spring semester) and February 1st (Summer semester). For more information about admission requirements and criteria, visit www.metrostate.edu/cps/ut or contact the Urban Teacher Program at 612-659-7180.

Course Requirements for Teaching Licensure - Urban Secondary Education

(38 credits, not including content methods coursework)

1. Pre-Professional Education Courses (6 credits)

The following courses are open to all students and are required for admission to the Urban Teacher Program along with other admission requirements. Contact the UTP Academic Advisor for more information about program Admission requirements.

o 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.

Prerequisite(s): None

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

o **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.

Prerequisite(s): None

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

2. Professional Education Courses (24 credits)

The following courses are open to students who are admitted to the Urban Teacher Program. Field experiences in an urban middle school and an urban high school are required while completing the following Professional Education courses prior to student teaching.

o **EDU 300 Assessment of Learning and Teaching in Diverse Urban Classrooms**

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 306 Urban Middle School & High School Teaching Methods

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(s):

EDU 200 Introduction to Urban Education and Reflective Teaching AND
EDU 203 Multicultural Education

Corequisite(s):

EDU 311 Urban Teaching Practicum and Seminar

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 310 Teaching and Assessing Students with Disabilities

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(s):

EDU 200 Introduction to Urban Education and Reflective Teaching AND
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 311 Urban Teaching Practicum and Seminar

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.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

Corequisite(s): 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 Field Experience Coordinator. Participation in three reflective seminars with other students is also required for this course.

- EDU 383 Information Technology for K-12 Learning and Teaching

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND EDU 203 Multicultural Education

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

- EDU 400 Literacy Education in Urban Schools

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 415 Managing Learning in Diverse Urban Classrooms

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(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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 430 Historical and Cultural Foundations of Urban Education

This course explores historical, cultural, sociological and philosophical foundations of urban education in the United States. Students gain understanding of the contributions and lifestyles of various racial, cultural and economic groups in our society, including Minnesota-based American Indians. 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 teacher candidates develop critical awareness of issues and develop their own philosophies of 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. Field experience hours are part of the course requirements.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

o EDU 435 Teaching ELL Students in Content Area Classrooms

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.

Prerequisite(s): EDU 200 Introduction to Urban Education and Reflective Teaching AND 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.

o EDU 450 Advanced Urban Teaching Practicum and Seminar

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.

Prerequisite(s): EDU 311 Urban Teaching Practicum and Seminar

Other Information: Note: Admission to the Urban Teacher Program required to register. Should be taken the semester prior to student teaching with a required content methods course (i.e., LAED, MAED, SCED or SSED depending on the licensure area). Clinical field experience clock hours outside of class are part of the requirements and placements are arranged by the UTP Field Coordinator.

3. **Content Methods Courses (4-8 credits depending on the licensure area)**

Note : Additional Content- Specific Methods coursework is required if not already part of requirements for the major.

- **For English Teaching Major only:**
- LAED 445 Teaching Writing and Communications in Urban Grades 5-12 AND

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(s): EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12
AND
EDU 306 Urban Middle School and High School Methods AND
EDU 400 Literacy Education in Urban Schools and at least 20 credits of English courses required for the English Teaching major.

Other Information: Note: Formerly offered as Writ 421. Admission to Urban Teacher Program and departmental approval required to register. Clinical field experience hours are part of the course requirements. 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 Schools (4credits)

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(s): EDU 300 Assessment of Learning and Teaching in Urban Grades 5-12
AND
EDU 306 Urban Middle School and High School Methods AND
EDU 400 Literacy Education in Urban Schools and at least 20 credits of
English courses required for the English Teaching major.

Other Information: Note: 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

- **For Social Studies Teaching Major only:**
- SSED 450 Social Studies Methods for Urban Classrooms grades 5-12 (4credits)

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(s): 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 social studies courses required for the Social Science Teaching
major.

Other Information: Note: Admission to Urban Teacher Program and department approval required to register. This course should be taken within one semester of student teaching. Corequisite: EDU 450 Advanced Urban Teaching Practicum and Seminar.

4. **Student Teaching (8cr total, 12 weeks full-time)**

Teacher Candidates must notify the UTP Field Experience Coordinator two semesters before the intended student teaching semester and submit a student teaching application packet.

- EDU 460 Student Teaching Urban Middle School OR

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(s): EDU 450 Advanced Urban Teaching Practicum and Seminar

Other Information: 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.

- EDU 470 Student Teaching Urban High School

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(s): EDU 450 Advanced Urban Teaching Practicum and Seminar

Other Information: 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.

Visual Communication Major B.A.S.

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The Visual Communication program will teach students about the planning, design and implementation of marketing communication programs. Courses will focus primarily advertising, campaign planning, graphics design and copywriting. Students completing this program may be qualified for creative positions as well as for account management positions of advertising campaign planning.

Admission Requirements

- Must have completed an approved A.A.S. degree as stipulated in the articulation agreement
- GPA of 2.5 or higher in A.A.S.
- Completion of an approved B.A.S. Degree Plan

Requirements

The degree requirements have four components:

- **General education and liberal studies courses**
- **Foundation courses**
- **Business core courses**
- **Required courses**

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.

COM Foundation Courses

- [MIS 100 Fundamentals of Information Technology in Organizations](#)

This course is the first information technology foundation course in the College of Management. It focuses on the 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, graphics, database, spread sheet, business presentation and Internet microcomputer applications. This course is designed specifically to prepare students for information technology competence as needed in College of Management courses.

Prerequisite(s): None

- [MATH 115 College Algebra](#) (or higher)

Topics include exploratory data analysis as a natural introduction to functions, rate of change, linear functions, quadratic functions, exponential and logarithmic functions, polynomials, rational functions, equations and inequalities.

Prerequisite(s): MATH 101 Exploring Functions or placement at MATH 115 College Algebra on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires any of the TI-83 or TI-84 series graphing calculators.

- STAT 201 Statistics I

This course covers the basic principles and methods of statistics. It emphasizes techniques and applications in business and human services problem solving and decision making. Topics include frequency distributions, measures of location and variation, index numbers, probability, sampling and sampling distributions, interval estimation, hypothesis testing, correlation and regression.

Prerequisite(s): MATH 101 Exploring Functions or Stat 201 placement on the mathematics assessment test offered by Diagnostic Services.

Other Information: Note: This course requires a TI-83 or TI-83 plus or TI-84 graphing calculator. Free graphing calculator workshops are available the week before this course begins. Contact the math center for details.

- 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.

Prerequisite(s): 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.

Prerequisite(s): MATH 115 College Algebra or College Algebra competence.

- ACCT 210 Financial Accounting

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.

Prerequisite(s): MATH 115 College Algebra and 40 semester credits of college course work.

Other Information: Note: Read chapters one, two and complete Problems P2-1; P2-2 before first class meeting.

Business Core Courses

- MKTG 300 Marketing Principles

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: Intermediate writing skills.

Prerequisite(s): None

Other Information: Prerequisite: Intermediate writing skills.

- MGMT 310 Management Principles and Practices

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.

Prerequisite(s): None

- MIS 310 Principles of Management Information Systems

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: 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(s): MIS 100 Fundamentals of Information Technology in Organizations or equivalent with instructor's consent.

- FIN 390 Principles of Finance

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

- DSCI 434 Introduction to Operations Management

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

Choose one of the following:

- MGMT 490 Challenges and Choices in Small Business /Entrepreneurship **OR**

This course focuses on making educated decisions to effectively start and grow small businesses. When combined with recommended courses, this course offers a strong foundation for students considering starting a business or managing a small business. Practical current cases are used to challenge students in management issues related to effective decision making in marketing, finance, production and other areas of knowledge required to be a business owner.

Prerequisite(s): None

- MGMT 499 Case Studies in Strategic Management

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(s): FIN 390 Principles of Finance AND
MGMT 310 Management Principles and Practices AND
MKTG 300 Marketing Principles and a minimum of 90 earned credits.

Required Courses

- MKTG 340 Advertising Practices and Procedures

This course offers a basic understanding of key advertising fundamentals with an emphasis on issues and trends that are most likely to influence an organization's advertising or marketing communications decision-making. Specific issues or topics may include interactive advertising, promoting small businesses and nonprofit organizations, ethical advertising, out-of-home promotions and international advertising. Small group activities and other assignments require some time spent and/or meetings outside of class.

Prerequisite(s): MKTG 300 Marketing Principles

- MKTG 347 Advertising Copywriting

Students in this course study how to write advertising copy for print, radio and television, and collateral media. The course covers such topics as audience identification, positioning, creation of an advertising premise and copy organization. Students practice writing for each of the media discussed.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures AND
WRIT 231 Writing II OR
WRIT 261 Business Writing or equivalent with instructor's consent.

- MKTG 348 Advertising Design and Production

This course explores the techniques, theories and processes used by art directors, designers and other advertising and marketing professionals in developing visual communications for print advertising and

collateral. This course surveys the stages of print advertising development from initial conceptualization (concepts) through production, publishing or printing and cost analysis. Students study design theory, creative processes, graphics and printing terminology and practices. Students will also discuss how to work effectively with marketing managers, production personnel at both the corporate and agency level as well as outside vendors.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures or equivalent with instructor's consent.

- **MKTG 442 Advertising Campaign Planning and Management**

This course emphasizes overall advertising campaign management. It focuses on strategy development, advertising and promotional relationships, media strategy, budget management and control, and measuring results. Students study and analyze case histories and current campaigns covered in advertising trade publications. Students study advertising management's role in the marketing process, and sharpen their abilities to think strategically, analyze, conceptualize and make sound decisions. Students work in teams to prepare and present an entire advertising campaign.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures

Violence Prevention and Intervention Minor

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The violence prevention and intervention (VPI) minor is a multidisciplinary 20-credit curriculum focusing on violence prevention and intervention. It is comprised of three required core courses and two elective courses. It is designed to meet the needs of students preparing for a career in the human services field:

- those working in the human services who want additional knowledge;
- those working in another field where course work in the human services will enhance their professional competence; and
- those interested in broadening their world view, as lifelong learning.

Any student may take VPI courses without completing the entire minor.

The VPI minor increases a student's competence in a variety of fields, including corrections, general human services, law enforcement, nursing, psychology and social work to work together across disciplines to promote effective intervention in violence and abuse at the individual, family and community levels.

Required (20 total credits)

1. Prerequisite (4 credits)

Students must complete at least one lower-division course in one of the following disciplines: sociology, political science, anthropology or psychology. Students must also complete one course related to multiculturalism.

2. Required Core Courses (12 credits)

The three core courses must be taken in sequence, with the internship following completion of the first two courses.

- [HSER 300 Violence: Origins and Explanations](#)

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.

Prerequisite(s): None

Other Information: Prerequisite: Courses in psychology or sociology.

- [HSER 301 Violence: Individual, Community and Global Responses](#)

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.

Prerequisite(s): None

- HSER 305 Community Violence Prevention Internship

The Community Violence Prevention Internship is the experiential learning portion of the community violence prevention minor. It combines theoretical and practical learning about workplace violence. Internship sites are organizations or agencies in the area of Metropolitan State's Saint Paul Campus. The internship gives students minoring in community violence prevention an opportunity to apply skills and identify community resources, responses, and prevention strategies that relate to violence. The internship integrates students' course work with involvement in an organization that works with some aspects of violence. As a group internship, students may work independently in a community site with an individual focus, but they also attend several class sessions during the quarter.

Prerequisite(s): HSER 300 Violence: Origins and Explanations OR
HSER 301 Violence: Individual, Community and Global Responses or with instructor's consent.

3. Electives (8 credits from the following)

- PSYC 304 Battered Women: An Historical and Social Perspective

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.

Prerequisite(s): None

Other Information: Overlap: PSYC 304T Violence Against Women Theory Seminar.

- HSCO 325. Institutional Corrections: History and Future Trends

This course covers strategies and practices that have had an impact on the development of the U.S. correctional system. The specific course content includes the historical development of corrections, past and current correctional programs relating to the control of criminal behavior, the influence of politics and the news media on corrections, and the examination of current major issues with a focus on future trends in corrections.

Prerequisite(s): None

- PSYC 306 Child Abuse

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- HIST 315 Civil Rights Movement in the 1960s

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- COMM 342 Conflict Mediation

- PSYC 341 Violence and the Media: Psychological Effects of Film and Popular Music

This course surveys social science research and theories of the impact of graphically violent or sexual materials on children and adults using two influential aspects of culture as examples. It stresses research design and systematic interpretation of results, along with intensive behavioral analysis of film and music, and presents clinical techniques for minimizing the negative effects of violent or sexually graphic materials on children.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

- HSCD 300 Chemical Dependency Concepts

This course is designed to provide the student with an overview of the history, theories, concepts and supporting research relevant to assessment and treatment of chemical dependency. Students become familiar with model/theories of addiction, the pharmacological effects of major drugs of abuse, laws and ethics related to the practice of alcohol and drug counseling, and other important concepts.

Prerequisite(s): None

- HSCO 326 Community Corrections

This course covers the concepts and practices of community corrections. The specific content includes halfway house program activities, restitution projects and program coordination, work release activities, court diversion processes and programs, truancy tracking programs, and community outreach initiatives.

Prerequisite(s): None

- PSYC 520 Community Psychology
- HSTD 390 Conflict Resolution

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.

Prerequisite(s): None

- HSER 351 Crisis Intervention Skills and Strategies

This course is designed to teach the crisis intervention concepts and counseling skills used in helping individuals in crisis situations, including batterings, sexual assaults, suicide attempts, drug overdoses, psychiatric emergencies and family crises. The course includes role-playing exercises. Evaluations are based in part on performance and growth in the role-playing segments. Overlap: HSER 360 Crisis Intervention Theory Seminar.

Prerequisite(s): None

Other Information: Overlap: HSER 360 Crisis Intervention Theory Seminar.

- HSER 351T Crisis Intervention Theory Seminar

This seminar is designed for students who have considerable practical experience in crisis intervention-time-limited counseling immediate to such crises as (but not limited to) suicide, loss, sexuality, problem pregnancy, domestic violence and child abuse. The seminar reviews theories of generic crisis intervention including stress, coping and adaptation, and the Post Traumatic Stress Disorder as well as the history of, and current trends in, the field. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: HSER 351 Crisis Intervention Skills and Strategies.

Prerequisite(s): None

Other Information: Overlap: HSER 351 Crisis Intervention Skills and Strategies.

- SOC 306 Deviance and Social Control

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.

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

- HIST 354 History of the Holocaust

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- HSCO 321 Juvenile Delinquency: Prevention and Intervention

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.

Prerequisite(s): None

- PSYC 333 Psychology of Victims

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: PSYC 333T Victimization Theory Semi

- PSYC 334 Psychology of War

This course is designed to give students an understanding of the most profound problem confronting humanity today—war. The course focuses on why there is war, nature vs. nurture, identifying the enemy and the banality of evil, and understanding the war experience; military psychology; psychodynamics of

war; case histories of soldiers, civilians and survivors; and the lessons of war. In the course, combat veterans and Nazi death camp survivors share war experiences. Recommended: PSYC 100 General Psychology or equivalent with instructor's consent.

Prerequisite(s): None

Other Information: Recommended: Psyc 100 General Psychology.

- HIST 335 Soldiers and Society: The Civil War and Reconstruction

- HIST 341 The Vietnam War

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- PSYC 333T Victimization Theory Seminar

This seminar discusses students' experiences working with victims, connecting theory to those experiences. Students learn the theory surrounding post-traumatic stress disorder, applying it to different victim scenarios. Students also study secondary victimization--for example, a rape victim's husband--and they learn the different ways human service professionals become secondary victims. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 333 Psychology of Victims.

Prerequisite(s): None

Other Information: Overlap: PSYC 333 Psychology of Victims.

- PSYC 304T Violence Against Women Theory Seminar

This seminar is designed for students who have practical experience in resources and programs for battered women and their families. It is also for women who have been battered or experienced other forms of violence, but may not have been exposed to underlying theoretical concepts. Students must have work or life experience to take this theory seminar. Prerequisite: Obtain and complete diagnostic test/or essay from the Teaching Center. Overlap: PSYC 304 Battered Women: An Historical and Social Perspective.

Prerequisite(s): None

Other Information: Overlap: PSYC 304 Battered Women: An Historical and Social Perspective.

Women's Studies Major B.A.

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Students must complete 34-35 total credits for a major in women's studies. Note that some women's studies courses are cross-listed with courses from other programs. If the cross-listed course has a prerequisite, the same prerequisite applies to the women's studies course.

Requirements (must equal 34-35 total credits)

1. Required Courses (12 credits)

- WmnS 201 Introduction to Women's Studies

This humanities course is an introduction to the study of women's everyday lives in the United States. Topics may include income inequality, representations of women in popular culture, legal and political rights, sexuality, family life, health and spirituality. Thematic emphasis is given to an examination of the diversity of women's experiences considering race, class and ethnicity. This course also encourages students to explore the relationship between women's studies and the world of work.

Prerequisite(s): None

- WmnS 401 Feminist Theory

This humanities course is an introduction to the theoretical foundations of the academic discipline of women's studies. The course examines classic essays of Western feminist thought and contemporary theoretical perspectives that emphasize identity formation based on race, ethnicity, class and sexual preference. Students also study cross-cultural and international perspectives in order to understand the global dimensions of women's lives and status.

Prerequisite(s): None

- WmnS 402 Women's Studies Capstone

Students reflect critically on the theories, methods and issues in women's studies by designing an independent research or creative project in consultation with a faculty member affiliated with the Women's Studies Program. This course is a requirement for students completing a women's studies major and is an optional course for women's studies minors. Students seeking graduate research credit must get permission to register from the Women's Studies Program coordinator.

Prerequisite(s): None

2. Core Courses (22-23 credits)

(at least one course from each area)

Literature, Language, Writing, and Media Studies

- WmnS 231 Gender and Writing

Gender and Writing is a topical approach to learning strategies in WRIT 231 Writing II (see course description.)

Prerequisite(s): WRIT 131 Writing I AND
WRIT 132 Written and Visual Communication or placement at Writ 231
on the assessment test offered by Diagnostic Services.

- WmnS 312 Women Writers

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. Overlap: LIT 312 Women Writers.

Prerequisite(s): None

Other Information: Overlap: LIT 312 Women Writers.

- WmnS: 315 Accounting for Gender in Literature and Film

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 U.S. Overlap: LIT 315 Accounting for Gender in Literature and Film.

Prerequisite(s): None

Other Information: Overlap: LIT 315 Gender in Literature and Film.

- WmnS 369 GLBT Issues in Literature and Film

Once a uniformly banned and censored subject, these orientations have been treated with increasing frequency in modern culture. This course examines history and themes in the presentation of "glbt" people, by "glbt" people in novels, plays, poetry, essays, documentaries and films. The course examines perceived notions of the relationship between gender and sexuality, and common themes in the material, including love, desire, tolerance, conflict and social change.

Prerequisite(s): None

- WmnS 430 Women in Film

This course, offered for both undergraduate and graduate credit, is an exploration of the representations of women in the visual and narrative structures of several Hollywood film genres from 1930 to the present. The course also examines the work of contemporary independent and mainstream women filmmakers. Graduate students will evaluate images of women in film using theoretical perspectives from film studies, cultural studies, and women's studies. (Also listed as MdSt 570 Topics in Film Studies.)

Prerequisite(s): None

- WmnS 370 Women Writers in Literature and Film

This humanities course is an introductory survey of the social and creative issues addressed by twentieth-century women artists in the United States. Particular attention is given to literature and films produced by women from diverse social, racial and ethnic groups.

Prerequisite(s): None

- MdSt 330 Topics in Film Studies

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.

Prerequisite(s): None

Other Information: Note: This course may be taken twice for credit as long as the topic is different.

- Ling 346 Language and Gender

Students explore attitudes toward, and research on, male and female communication through critical reading of literature from diverse fields, including sociology, psychology, lexicography, speech communication and linguistics; written and oral presentations on course material; and journals or research projects. Projects are developed in stages to give students support and promote excellence. Prerequisite: Previous study in interpersonal communication, introductory linguistics, sociology, anthropology or equivalent with instructor's consent. Recommended: For upper-division students.

Prerequisite(s): None

Other Information:

Prerequisite: Previous study in interpersonal communication, introductory linguistics, sociology, anthropology or equivalent with instructor's consent. Recommended: For upper-division students

Sciences

- Biol 106 Biology of Women

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. Fulfills MnTC goal 3 and meets the biology prerequisite for the social work program.

Prerequisite(s): MATH 101 Exploring Functions or placement at or above College Algebra level on the University's assessment test.

- WmnS 340 Women's Health

This course uses critical feminist scholarship from the natural sciences and the social and behavioral sciences to examine contemporary women's health concerns in diverse communities worldwide. Students study a variety of topics, including mental health, body image, childbirth and reproduction, and violence. Historical and contemporary views of healers and health within social institutions are also explored.

Prerequisite(s): None

- Psyc 335 Psychology of Women

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.

Prerequisite(s): PSYC 100 General Psychology or equivalent with instructor's consent.

Other Information: Overlap: WMNS 335 Psychology of Women

Philosophy

- Phil 306 Philosophy and Sexuality

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.

Prerequisite(s): None

- Phil 364 Women and Philosophy

How have feminist thinkers approached traditional questions about the nature of reality, personal identity and social institutions, and how do their answers influence their choices about how to act? By what standards can these choices be evaluated? Does it make sense to talk about feminism as a single school of thought? What is the relationship of feminist theory and philosophy to other women's movements? In this course students have the opportunity to connect discussions of feminist thought to personal and community issues. Topics may include sexism in traditional theory and philosophy; concepts of oppression; how sexism, racism, homophobia and class affect women's lives and thought; the evaluation of various feminist theories; and how intellectual and political connections between women are created and maintained.

Prerequisite(s): None

- WmnS 365 An Introduction to GLBT Studies

This course concerns the conceptual bases and senses of self-identity in gay, lesbian, transgender and bisexual communities, their history, politics and literature. Discussions include the notion of personal identity, its historical development, the relationship of sexism and homophobia, ideas and realities of gay and lesbian communities, the liberation movements, and tensions in the formation of lesbian and gay politics. Overlap: PHIL 365 Introduction to Gay, Lesbian, Bisexual and Transgender Studies.

Prerequisite(s): None

Other Information: Overlap: PHIL 365 Introduction to Gay, Lesbian, Bisexual and Transgender Studies.

Social Sciences

- Hist 328 Women in Modern U.S. History, 1870-1970

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- Hist 329 Legacies: A History of Women and the Family

This course examines how and why political, economic, and cultural events and social customs in modern America were influenced by and shaped the life experiences of women from diverse ethnic, racial, and class backgrounds. We will also examine when and how women organized collectively to improve the quality of their lives. The course introduces students to many aspects of women's everyday life in modern America-family life, sexuality, work, friendship, leisure, consumerism, and public activism-through documents, films, lectures, discussions, and recent scholarship in U.S. women's history.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- Hist 357 Women in Early Modern Europe

This course explores the world of early modern European 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 prophets, witches, writers, artists, artisans, queens and courtesans. To discover the lives of women in traditional European society is to better understand how women both shape and are shaped by the time and place in which they live.

Prerequisite(s): None

- Hist 394 Comparative Women's History

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.

Prerequisite(s): WRIT 131 Writing I or equivalent.

- Hist 451 American Women's Movements

This independent study, designed for students with a background in women's history or women's studies, examines from an interdisciplinary perspective a variety of women's movements in the United States. It considers how women's movements have been influenced by and have influenced major social, political, and economic developments in the United States. Students use theoretical explanations of collective behavior, social movements and identity politics to analyze why social movements for women's rights have occurred during particular periods in U.S. history. (Also listed as WmnS 451 American Women's Movements.)

Prerequisite(s): None

- Anth 302 Gender and Culture

This course involves a comparative study of the roles and relative status assigned to men and women in different societies. Students examine the actual position and lifestyles of women and men in a variety of world societies in differing socioeconomic levels: hunter-gatherer, horticultural, pastoral, agricultural and industrial societies (with an emphasis on the United States). Anthropological evidence is used to examine similarities and differences on a global basis.

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

- Anth 325 Women, Development and Social Change

This topics course examines women's economic, social and political experiences from a variety of national and cultural contexts. Specific offerings are organized around such topics as women in the international economy, changing cultural roles, and women's movements for political and social change.

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

Other Information: Overlap: WMNS 325 Women, Development and Social Change

- Pol 332 Women and the Law

This course studies the construction and role of gender in the U.S. legal system by studying gender in employment, family law, health issues, education, reproductive rights and criminal law matters. The theoretical and practical questions that underlie these issues are examined using court decisions, statutes and a variety of non-legal materials.

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

- Rel 377 Gender, Religion, and Social Change

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.

Prerequisite(s): None

Special Topics: Wmns 300

- Women and the Environment, Black Women Writers, Gender and Technology, or other approved special topics course

Writing Major B.A.

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The Bachelor of Arts in writing at Metropolitan State University gives students the opportunity to develop creativity, craft and flexibility as writers. Under the guidance of professional and creative writers with extensive publishing and teaching experience, students are introduced to a core set of genres, audiences and writing situations.

Students choose between two tracks for the writing major: a creative writing track (including fiction, poetry, creative nonfiction and children's writing) and a professional writing track (including journalism and writing for corporations and nonprofits).

Although students take most of their courses within the writing curriculum, they are invited to include limited course work in other closely related areas, including screenwriting, playwriting, communication, literature, linguistics and media studies. All students are required to produce a portfolio before they graduate.

Students who pursue the professional writing track can explore a range of career opportunities. Relevant fields include editing, publishing, journalism, public relations, grant writing, employee communications, script writing, Web content development, community relations, marketing communications and speech writing.

Writing Programs

The ability to put complex thoughts into written form, to communicate in writing to a range of audiences, and to use writing to learn is a cornerstone of success both in college and in the workplace. The writing curriculum offers these skills to students across the university through courses in general writing, business and technical writing, journalism, and creative writing. For students who wish to specialize in writing, the Communication, Writing and the Arts Department offer a number of programs: undergraduate majors in writing and in technical communication, an undergraduate minor in creative writing, and an M.S. in technical communication.

Creative Writing Track (37-39 credits, not including prerequisites)

1. Prerequisites (2 credits)

- COMM 171 Desktop Computer Design for Communication or equivalent

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.

Prerequisite(s): None

○

2. **Required (21-23 credits)**

- **INFS 115 Information Access** **or**

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.

Prerequisite(s): None

- **INFS 315 Searching Information** **or**

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

- **INFS 316 Evaluating Information**

This course is about understanding how information is produced and distributed. We will explore the topic by examining cultural authority, information-seeking behavior, and audience within this context. Characteristics of valid information are considered, with a focus on the accuracy, credibility, authenticity, and availability of a work. This course will cover verification skills, citation analysis, plagiarism, and intellectual property.

Prerequisite(s): None

- **WRIT 251 Introduction to Creative Writing**

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-

level writing course on the writing assessment offered by Diagnostic Services.

- WRIT 357 Writers as Readers*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent

- WRIT 371 Editing

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. Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent. Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

- WRIT 531 Advanced Writing or

In this course, students refine their skills by analyzing a variety of texts, studying theories of writing and composition, and writing and editing several pieces of original nonfiction. Students work toward achieving advanced skills in elaborating ideas, gathering and presenting evidence, analyzing specific audiences, thinking critically, and developing an individual style or written voice. Class members critique each other's work and may collaborate on a project. Prerequisite: A 300- level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300- level writing course or instructor's consent.

- WRIT 532 Writing About Place

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? How do writers see place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful

approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent. Note: WRIT 532: Writing About Place may be taken in lieu of WRIT 531: Advanced Writing.

Prerequisite(s): None

Other Information: Prerequisites: a 300-level Writing course or instructor's consent. Note: Writ 532: Writing about Place may be taken in lieu of Wrt 531: Advanced Writing.

- **WRIT 481 Advanced Creative Writing (capstone)**

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.

Prerequisite(s): None

Other Information: Prerequisite: Two 300-level creative writing courses or instructor's consent.

3. Electives (16 credits)

- **WRIT 324 Topics in Writing**

Topics courses deal with special issues or areas of interest in writing fiction, nonfiction or criticism. Topics and instructors vary. Check the Class Schedule for current offerings. Prerequisite: A 200- or 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.

- **WRIT 352 Writing Memoir and Creative Nonfiction***

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- **WRIT 353 Writing Short Fiction***

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or instructor's consent.

- WRIT 354 Writing Poetry*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 355 Writing Children's Literature*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 356 Writing Humor*

This course is a serious inquiry into what's funny, how to write that way and how to say something important in the process. Each writer will focus on developing an idea of serious purpose and conveying that purpose through the use of humor. All genres are welcome. This course may be repeated for credit.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 358 1000 Words or Less*

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.

Prerequisite(s): WRIT 251 Introduction to Creative Writing or equivalent with instructor's consent.

- WRIT 481 Advanced Creative Writing

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.

Prerequisite(s): None

Other Information: Prerequisite: Two 300-level creative writing courses or instructor's consent.

- WRIT 532 Writing About Place

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? How do writers see place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent. Note: WRIT 532: Writing About Place may be taken in lieu of WRIT 531: Advanced Writing.

Prerequisite(s): None

- WRIT 541 Writing for Publication and Profit

This course examines writing as a full-or part-time business. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry and edit their own works. Prerequisite: A 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

- WRIT 583 Writing Major Projects

This independent study examines the principles and techniques of writing substantial professional or creative projects such as long business reports, grant applications, proposals, memoirs and novels. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Prerequisite: A 300-level writing course or instructor's consent. Course may be repeated for credit.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

- INFS 338 The Craft and Commerce of Book Publishing

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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 251 Introduction to Creative Writing OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing

- Four credits in professional writing (see list below under Professional Writing Track), screenwriting, playwriting, literature or linguistics.

*** May be repeated once for credit**

Professional Writing Track (38 credits, not including prerequisites)

1. Prerequisites (2 credits)

- COMM 171 Desktop Computer Design for Communication or equivalent

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.

Prerequisite(s): None

2. Required (26 credits)

- INFS 315 Searching Information or

This course addresses several models of information flow, such as research, media, publishing, government, and the library and electronic network services designed for access. Students discuss questions such as, What is Information? and Who Owns Information? It also addresses the search strategies used to find and acquire information, and the methods of documenting, annotating, citing and using these sources. This course includes both print and electronic records and manual and online searching. Specific sections of the class may focus on searching for information on topics such as immigration, the Holocaust, and globalization.

Prerequisite(s): None

- INFS 316 Evaluating Information

This course is about understanding how information is produced and distributed. We will explore the topic by examining cultural authority, information-seeking behavior, and audience within this context.

Characteristics of valid information are considered, with a focus on the accuracy, credibility, authenticity, and availability of a work. This course will cover verification skills, citation analysis, plagiarism, and intellectual property.

Prerequisite(s): None

- WRIT 301 Introduction to Professional and Technical Writing

This course introduces students to the professional practice of writing and technical communication. Students learn about the skill set required to succeed professionally--and how they might acquire these skills through coursework. Students also learn about career opportunities for professional writers and technical communicators.

Prerequisite(s): None

- WRIT 341 Newswriting and Reporting or

In this course, students analyze principles and methods of news gathering and reporting. They then complete a weekly schedule of reporting assignments, similar to those that might be completed by an intern assigned to a newsroom city desk, and prepare a final major investigative story or series. Prerequisite: A 200- or 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.

- WRIT 342 Writing for Magazines

This course examines articles appearing in magazines. Students identify characteristics of good magazine writing, discuss how that sort of writing is produced, and practice writing a variety of articles using techniques discussed in class. Prerequisite: A 200- or 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.

- WRIT 371 Editing

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. Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.
Recommended: COMM 171 Desktop Computer Designing for Communication or equivalent.

- **WRIT 461 Writing and Technical Communication Capstone**

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 capstone project; develop a writer's portfolio; and learn about writing- related careers through guest speakers and informational interviews. This class is required for all technical communication and writing majors, except writing majors in the creative writing track. (Students in the creative writing track for the writing major should take Writ 481 Advanced Creative Writing for their capstone.) Prerequisites: Senior standing; at least 24 credits in the writing or technical communication major, or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisites: Senior standing; at least 24 credits in the writing or technical communication major, or instructor's consent.

- **WRIT 531 Advanced Writing or**

In this course, students refine their skills by analyzing a variety of texts, studying theories of writing and composition, and writing and editing several pieces of original nonfiction. Students work toward achieving advanced skills in elaborating ideas, gathering and presenting evidence, analyzing specific audiences, thinking critically, and developing an individual style or written voice. Class members critique each other's work and may collaborate on a project. Prerequisite: A 300- level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300- level writing course or instructor's consent.

- **WRIT 532 Writing About Place**

This course explores questions such as, How does place shape a writer's voice? How do writers see nature in urban environments? How do writers see place ironic or ridiculous? Students use memory, imagination, research, experience and analysis to write about places important to them. Students work toward achieving advanced skills in creative nonfiction, an individual written voice, and a thoughtful approach to place and environment. Prerequisites: a 300-level Writing course or instructor's consent. Note: WRIT 532: Writing About Place may be taken in lieu of WRIT 531: Advanced Writing.

Prerequisite(s): None

Other Information: Prerequisites: a 300-level Writing course or instructor's consent. Note: Writ 532: Writing about Place may be taken in lieu of Wrt 531: Advanced Writing.

- WRIT 372 Document and Information Design

Methods and techniques of document and information design, including principles of graphic design, audience analysis, portfolio development, and use of professional software tools.

Prerequisite(s): WRIT 131 Writing I AND
WRIT 261 Business Writing OR
WRIT 271 Technical Writing or equivalent.

3. **Electives (12 credits)**

- WRIT 261 Business Writing or

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- WRIT 271 Technical Writing

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.

Prerequisite(s): WRIT 131 Writing I OR
WRIT 132 Written and Visual Communication or placement in a 200-level writing course on the writing assessment offered by Diagnostic Services.

- WRIT 324 Topics in Writing

Topics courses deal with special issues or areas of interest in writing fiction, nonfiction or criticism. Topics and instructors vary. Check the Class Schedule for current offerings. Prerequisite: A 200- or 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.

- WRIT 343 Writing Social Commentary

Beyond memoir and creative nonfiction lies the dangerous world of social and political commentary, a genre based on personal experience, intelligent surveillance of the political milieu and the skill of provocative writing. This class explores the process involved in the creation of the social-political essay and commentary. Course goal is the submission of one essay to a major newspaper or magazine. Prerequisite: A 200- or 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 200- or 300-level writing course or instructor's consent.

- WRIT 350I Writing Internship

- WRIT 541 Writing for Publication and Profit

This course examines writing as a full-or part-time business. Students learn to market their writings to appropriate magazines, create effective book proposals, understand the conventions of the publishing industry and edit their own works. Prerequisite: A 300-level writing course or instructor's consent.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

- WRIT 571 Advanced Editing

In this course, students hone and refine editing skills on a variety of documents. Topics include electronic editing, using online styles, using electronic resources in editing, dynamics of the editor-writer relationship, writing headlines and captions, and editing information graphics. Class exercises cover grammar, punctuation, and usage issues. All students complete an individual project.

Prerequisite(s): WRIT 371 Editing or instructor's permission.

- WRIT 573 Writing and Designing for the Web

This class focuses on effective communication through websites. Topics covered include writing for the web, website design and production, usability and usability testing. Students use professional software tools. Some previous experience in developing websites is helpful.

Prerequisite(s): WRIT 572 Document Design or equivalent or instructor's permission

- WRIT 575 Environmental Communication

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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing or equivalent with instructor's consent.

- WRIT 583 Writing Major Projects

This independent study examines the principles and techniques of writing substantial professional or creative projects such as long business reports, grant applications, proposals, memoirs and novels. Through consultations with the instructor, students determine their specific organizational or stylistic problems. Evaluation is based on written projects. Students should have in mind a writing project of either one long piece or several short ones on related topics. Prerequisite: A 300-level writing course or instructor's consent. Course may be repeated for credit.

Prerequisite(s): None

Other Information: Prerequisite: A 300-level writing course or instructor's consent.

- COMM 361 Managerial Communication

This course focuses on systematic analysis of communication theory, techniques and procedures for managers. Students look at communication process, perception, motivation and conflict from the perspective of a manager in the organization. Students study topics such as managing performance, diversity and the nature of task groups. The course also uses an interdisciplinary approach to the content and delivery of professional communication and reports: information and persuasion, the difference between oral, written and visual media, videos and computer-supported demonstrations. Overlap: COMM 361T Managerial Communication Theory Seminar.

Prerequisite(s): None

4.

Other Information: Overlap: COMM 361T Managerial Communication Theory Seminar.

- COMM 380 Public Relations Writing

This course provides practical experience in public relations writing. Writing activities will include news releases, query letters, features and a variety of other public relations forms. The class will incorporate a workshop approach, with emphasis on weekly assignments that are critiqued and discussed in class. We will focus on producing clear, concise writing that is accurate, organized and targeted to specific audiences. Note: COMM 380 required for all public relations majors.

Prerequisite(s): None

Other Information: Note: COMM 380 required for all public relations majors.

- HSA 363 Development, Marketing and Grant Writing

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.

Prerequisite(s): None

- INFS 338 The Craft and Commerce of Book Publishing

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.

Prerequisite(s): WRIT 231 Writing II OR
WRIT 251 Introduction to Creative Writing OR
WRIT 261 Business Writing OR
WRIT 271 Technical Writing

- MKTG 347 Advertising Copywriting

Students in this course study how to write advertising copy for print, radio and television, and collateral media. The course covers such topics as audience identification, positioning, creation of an advertising premise and copy organization. Students practice writing for each of the media discussed.

Prerequisite(s): MKTG 340 Advertising Practices and Procedures AND
WRIT 231 Writing II OR
WRIT 261 Business Writing or equivalent with instructor's consent.

- Four credits in creative writing, screenwriting, playwriting, literature or linguistics.

Women's Studies Minor

Requirements (19-20 total credits)

- WMNS 201 Introduction to Women's Studies

This humanities course is an introduction to the study of women's everyday lives in the United States. Topics may include income inequality, representations of women in popular culture, legal and political rights, sexuality, family life, health and spirituality. Thematic emphasis is given to an examination of the

diversity of women's experiences considering race, class and ethnicity. This course also encourages students to explore the relationship between women's studies and the world of work.

Prerequisite(s): None

- WMNS 401 Issues and Inquiries in Women's Studies

This humanities course is an introduction to the theoretical foundations of the academic discipline of women's studies. The course examines classic essays of Western feminist thought and contemporary theoretical perspectives that emphasize identity formation based on race, ethnicity, class and sexual preference. Students also study cross-cultural and international perspectives in order to understand the global dimensions of women's lives and status.

Prerequisite(s): None

- WMNS 402 Women's Studies Capstone

Students reflect critically on the theories, methods and issues in women's studies by designing an independent research or creative project in consultation with a faculty member affiliated with the Women's Studies Program. This course is a requirement for students completing a women's studies major and is an optional course for women's studies minors. Students seeking graduate research credit must get permission to register from the Women's Studies Program coordinator.

Prerequisite(s): None

Plus two courses from women's studies major course list

Note that some women's studies courses are cross-listed with courses from other programs. If the cross-listed course has a prerequisite, the same prerequisite applies to the women's studies course.